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ABSTRACT

These proceedings contain nine presentations made at a conference to introduce vocational education teachers to effective instructional strategies to serve handicapped and disadvantaged persons. The conference was conducted as an activity of the project, Sensitizing Vocational Education Teachers to Effective Instructional Strategies to Serve Disadvantaged and Handicapped Persons, which focused on the educable mentally retarded student. The first presentation is The Concept, an overview and orientation, which is followed by The Student, a synopsis of four parents' perspectives of the education for the handicapped child. The other presentations are The Implications for Special Education; Vocational Education Alternatives for the Handicapped; Task (Work) Related Competencies; Work Assessment/Work Evaluation (Work Adjustment), including a selected annotated listing of commonly identified work assessment/work evaluation systems; Teaching Strategies; and Instructional Materials. Appendixes include these project materials: an Aptitude Assessment Instrument with description of respondants and analysis of attitude assessment, workshop evaluation form (used at project workshops) with analysis of evaluation responses and conclusions, and reference and selected reading list. (YLB)

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FINAL REPORT PROCEEDINGS

SENSITIZING VOCATIONAL EDUCATORS TO EFFECTIVE INSTRUCTIONAL STRATEGIES TO SERVE SPECIAL NEEDS PERSONS

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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IN COOPERATION WITH
CLEVELAND STATE UNIVERSITY
AND THE
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The implementation of the project entitled, "Sensitizing Vocational Education Teachers to Effective Instructional Strategies to Serve Disadvantaged and Handicapped Persons", was supported with EPDA funds, (Public Law 90-35), Part F of Section 553, and was under the direction of the Ohio Department of Education, Division of Vocational Education.

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PREFACE

Great advances have been made during the past ten years in Vocational Education to serve a multi-cultural, pluralistic and individually different society. Vocational Education has expanded its types of programs, its efforts and its means to serve these different populations. In the past ten years, Vocational Education has developed and encouraged designs to include the disenfranchised into viable vocational programs. In addition, Vocational Education has expanded its offerings to provide opportunities for persons with limited ranges of abilities and skill levels. Vocational Education significantly has encouraged, developed and has been providing for handicapped persons to participate in appropriate vocational programs.

Significantly, in view of humanistic and moralistic ethics, the mandate of PL 93-380, its subsequent PL-94-142 and the judicious position of just and right, the handicapped must be served. The mandate of PL 93-380 and PL-94-142 emphasizes the need to identify and infuse strategies and techniques to viably meet the challenges of providing Vocational Education to handicapped persons. Further, the implications of the Act demand of public education to provide an educational program which will be the least restrictive educational alternative for any disabled school age youth.

The implications of PL 93-380 and PL-94-142 are primarily directed to those youth who have been identified as handicapped. However, the enactment of this legislation will benefit and assist all youth to receive an educational program which will most effectively serve them.

Our society is demanding participation and utilization of all its human resources and potential. Education is thrust to the fore to provide the vehicle for developing those resources. As a part of the educational system, Vocational Education will be required to provide a vital and integral role in developing the disenfranchised and handicapped to participate in the mainstream of the society.

Providing Vocational Education to handicapped populations requires the introduction and utilization of additional techniques and strategies. Providing Vocational Education programs to handicapped populations requires innovations and teaching strategies which reach beyond those traditional strategies employed for the average student. For the vocational instructor, in many cases, specialized individualization approaches and special instructional strategies to deal with handicapped students, have not been a major consideration during their development of pedagogy skills.

The purpose of this project is to address the problems the vocational educator may confront serving handicapped populations and specifically the educable mentally retarded (EMR) student. The problems were addressed through a series of workshops designed to train, develop, and educate a projected 400 Vocational Education teachers to be cognizant of the handicapped person's ABILITIES, conversely from emphasizing disabilities; and assisting the teacher develop effective teaching techniques and strategies to the benefit of the handicapped person.

ACKNOWLEDGEMENTS

Sincere appreciation and thanks are due to the many persons who supported the design and implementation of this significant project. From the onset positive input was provided by a number of leaders in education and local communities. Through the efforts of those many administrators, supervisors, teachers, and local community persons lending outstanding cooperation and significant contributions to the project the implementation and delivery of the content of this project have been considered an outstanding success.

Additionally, there are a host of persons who are due special recognition for special commitments and contributions to the design, development, and implementation of this project.

First, special appreciation is expressed to the many persons who so generously and ably provided presentations at one or more of the area conferences. The many persons who served as presenters are listed at the beginning of each topic or section of this report.

Second, sincere appreciation is expressed to each participant of each area conference. Their involvement and commitment was true testimony of their desire to increase and encourage viable approaches to serve special populations. A listing of these persons can be found in the appendicies of this report.

Among the many special persons due recognition, our sincere appreciation is expressed to Dr. Annie Clemmet, Dr. Lucille Wright, and Mrs. Ethyl Hurat of Cleveland State University for their efforts, support, and coordination.

A special thanks to Ms. Carole Johnson for her interest, concern, and her capable talents as the project's evaluator. She spent a considerable amount of time and energy assessing and examining the responses and feedback for the evaluation report.

A warm appreciation is acknowledged to two young ladies - Karen and Liza - for helping us collate raw data.

Special applause and appreciation is due Ms. Linda Campanizzi for her patience and her willingness to develop the many drafts of typewritten copy for this report.

Last, but not least, thanks to our special "Lil" for her critiques and "outside-inside" reviews of this report.

To all of these persons, with warm regards, we express our sincere appreciation.

Richard A. Macer
Project Director

OHIO --
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DIVISION OF VOCATIONAL EDUCATION
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THE CONCEPT

Byrl R. Shoemaker
Director, Division of Vocational Education

The other day I received a letter from a teacher serving school age youth. Enclosed with that letter was a copy of another letter the teacher had received from a student she had in her class the previous year. The point of the former student's letter was to express to the teacher how much the teacher and program had meant to her. Further, the letter wished to indicate that the student considered the teacher as a friend and wanted to continue that friendship through future contact and letters. All of this is important and interesting because the teacher thought that she had been a failure with that particular student. The teacher did not feel, when the student was enrolled in her class, that she had reached the girl at all. Moreover, the teacher felt that she had been a failure with the group.

The oddity of these facts are that this teacher was teaching a group of regular students. If some regular students are perceived as sometimes hard to reach and hard to understand, our concerns are compounded by those children and students who may exhibit even more defined handicaps which prevent them from positive social and educational development. As teachers, when we meet the handicapped and/or disadvantaged, do we fully realize the complexity of their lives and life styles? As a teacher are you aware of the social, psychological, and developmental influences upon the atypical youth? As a teacher are you aware of the barriers which may alter, modify, and/or deter means to communicate information to teach these youths to perform vocationally?

The youth with different life and learning styles holds challenges for the teacher and vocational educator to prepare means to provide services to them. This may mean the teacher will encounter and must withstand many frustrations in order to reach this child.

This conference is important in the fact that we must identify and surface those concepts which aid teachers to understand and teach the student who may not respond to traditional teaching approaches and stimuli. These are youthful students who may not have been afforded the approbation which other students have been given. It is difficult to work with students who have experienced nothing but failure and negativism.

Vocational Education must play a larger role in developing the disenfranchised--handicapped and/or disadvantaged--into the mainstream of society. Our institutions--corrective, habilitative, jails or courts--are full. Some of these processes have illustrated that they do not do the task of "turning people about" to more constructive roles in our society. In other cases, the institution perpetuates the custodial condition that relegates people to stagnation and dependency. Those persons confined under institutional care are liabilities, socially, and economically, rather than assets to productivity. Within education, and Vocational Education particularly, there must be implemented a viable process for social development and remediation. Vocational Education can provide a viable means to encourage positive development for those persons who may need motivation; vocational education can encourage in a student a willingness to try, to instill in their character the concept of caring, and arm their character with positive images of themselves succeeding and becoming a positive influence in our society. Vocational Education can assist these people to find a pattern back to productive ways of life which they can enjoy without being a liability to society and themselves.

The entire educational system--the academic as well as the vocational educational systems are not doing enough to bridge the gap of reducing disenchantment and the fear of failure of children and student in our schools. In many instances, disenchantment and failure could be prevented. That has to be decided at grade one when the child enters the educational system and/or before. There are many fine hard working teachers in our educational system, however, portions of the problems we have with young people originate as the child transverses grade one through four with insufficient developmental, social and cognitive skills.

These problems often enlarge and influence greater portions of the individual's development. These are areas where education must seek or provide positive intervention with special services to meet those needs. Those special services, the positive intervention must be designed to counteract those influences which have limited their progress.

It is an amazing sight to observe the master teacher deal with a class of educable mentally handicapped (EMR) children. Significantly, you observe the extreme patience, ability and skill of that teacher to present, retrench and reinforce the presented concept until the child can demonstrate proficiency with that concept. These master teachers are aware that their students do not learn the way the regular student learns. These students may be slower and/or have other problems. This type of master teacher realizes this student is a special student who needs special assistance. Special educators have shown many groups within education the means of providing positive intervention and individualizing services. Their concepts have led to many positive influences and ideas for special populations.

As educators and specifically vocational educators, we must resist the notion to generally stereotype people under broad, nondescriptive labels. As vocational educators providing more services to disadvantaged and handicapped persons, vocational educators must seek and sense the individuality of each of those persons within the program. There is a need to focus upon the abilities of the individual rather than the disabilities of the student. As vocational educators, our challenge lies with examining those differences and designing paths which will provide the greatest opportunities for the student. In design and intent, the vocational educator must program the experiences toward and for success. This demands efforts to meet and circumvent those "inconveniences" which may have traditionally prevented the special population participation in effective programs.

As vocational educators embark upon the opportunity and challenge to serve disability groups of persons, it must be remembered that the blind denial to place a handicapped person in an appropriate vocational program is an injustice. It is also an injustice to assign an impaired person to a program where the student may not have the basic abilities to successfully perform. Essentially we must promote the fact that some students may need special programs and assistance; and Vocational Education must not plan for what the handicapped cannot learn to do but for what they can learn to do.

We in Vocational Education have so much to learn and such a short time to learn it. There is a sense of urgency in this great nation to solve our social problems. As an educator, I believe that education is the only defined medium and available vehicle for treating and turning about our social and economic problems. The problems we face are not machines but the depressions of people.

Our country's broad compulsory education system must adapt quickly if we are to encourage the changes that are necessary. As interested teachers and educational personnel we must work in a positive direction for this great Nation to prosper and to make effective and full utilization of all of its citizens. This conference is your opportunity to examine and learn means to influence their learning process. It is also believed you will be given ideas of how all teachers can adapt strategies to effectively teach disadvantaged and handicapped persons.

THE STUDENT

A synopsis of four parents' perspectives of the education for the handicapped child.

Mrs. Joanne Steffen
Mrs. Delores Ballard
Mrs. Florence Tait
Mrs. Jewel Sites

Much of our society has ignored the circumstances of the handicapped and has attempted to shunt this population from participation in the society. Many instances could be related which show negativism toward their potential and their possibility to fit into appropriate jobs and work stations. Often instances of discrimination have occurred in employment and a commensurate salary for similar work. Our society has been conditioned to think only of the handicapped person's inability, and so, pre-disposes of the opportunity of those persons to achieve and/or rise above stereo-typed concepts. Our communities, in many respects, have perpetuated barriers that prevent the handicapped person from fair, reasonable and equitable participation. In some instances our educational communities adjust slowly to accommodate the developmentally different youth. An example of this could be illustrated by the case of Ted. Ted began kindergarten, seemingly as a normal youngster. He was somewhat shy, however, his general attitude was normal. As he entered first grade, he was a happy child, however, approximately mid-year the teacher noticed Ted was beginning to have some problems, but at that point she could not identify them. The teacher's diagnosis was that Ted may not have developed the maturity to accomplish first grade material. Ted repeated the first grade.

Inquiry and investigation of the problem detected Ted's eyesight had diminished from normal to poor. There were no apparent physical reasons for the occurrence. The degree of Ted's eye perception and visual acuity was corrected by providing him with glasses. His confidence was renewed and he was again able to achieve satisfactorily.

Ted then entered the second grade and was confronted with an insensitive teacher. Again his visual acuity had diminished. At this stage of his life, his parents needed to prepare for an eye examination and lens change on his glasses about every three to four months.

The need to have Ted's lenses corrected frequently initiated a series of emotional problems. As examples, Ted was often sulky, despondent and did not want to attend classes or the school. He often would cry. Investigation of this problem indicated the teacher was not aware of his problem. She would reprimand Ted by not allowing him the freedom of the recess period, keeping him after school and/or giving him extra things to accomplish. This in effect, compounded the complexity of sub-par performance and failure. He again lost confidence in himself.

Through a trying period of time, Ted was examined by a psychiatrist. The psychiatrist revealed that Ted was indeed having a perception problem by having all O's, A's, E's and C's looking alike. He could not discern these letters from each other and the problems compounded themselves as he would need to proceed from printed material to writing material. He was not able to identify the printed matter and thus was not able to utilize the concepts as they should be written. This disability assisted in retarding his progress.

Special assistance was needed for Ted to realize his abilities following the many traumatic experiences suffered during his young developmental years. First, he needed special developmental tutoring. In addition, he was given assistance through a reading center. From the second grade through the sixth grade, extra assistance was provided, and he responded well. Significantly, however, it was a young sensitive teacher who encouraged the greatest gains for Ted in the fourth grade. She was sensitized to and aware of the difficulties and problems of Ted because she took time to review his past records and experiences. As a result of the knowledge derived from additional facts, she designed a program to meet his need. Examples of this included reducing a prescribed word list, selecting more appropriate and easier books to read and, most importantly, providing praise for each accomplishment he was able to achieve.

In another case, facilities where the physically handicapped are enrolled often contain barriers which prevent full participation in progrmas. Obstacles which would limit full participation included multi-level floors without means for ready access, widths and heights of objects, and materials and equipment adaptable for easy access and utilization. In many cases, as unconsciously present as these obstacles may be for the non-physically handicapped person, they can be mountainous transitions to physically limited individuals. However, the physically handicapped could perform more than adequately, in many instances, when simple adjustments and simple modifications are provided to accommodate them. The vocational educator should become cognizant of those needs and seek means to adjust the program's environment. Given the opportunity, the physically handicapped can attain productive participation within our society.

Psychologically, the ouster of the handicapped from full participation can be defeating. Psychologically, the shunting of the physically disabled and learning disabled youth is a detriment to his/her educational and personal development. Teachers, in general, and vocational educators specifically, must be aware of the abilities of students--the normal and gifted as well as the slow learner and physically handicapped. It must be the concern of all teachers to give attention to all students and their individual problems. The teacher must give serious attention to identifying individual student problems at early stages of educational participation.

It must become a priority of all educators to maintain a humanistic relationship with their students. Every child deserves the attention of the teacher; they need the teacher to be aware of their problem so he may deliver his instruction most successfully.

Individually and collectively, as teachers, it is critical to design and implement viable means of communication appropriate to the individual student's learning style. Traditional appraisal, i.e., paper and pencil examination without indepth assessment may not be appropriate to students who may dysfunction in some patterns.

The teacher must be interested in the student's development. The success of "Ted" and "Mary" and many other impaired youth will stem from the teacher's interest in encouraging them to do their best and providing a program which will meet their special needs. The teacher of the impaired student is the key to that youth's developing a positive self-concept, positive interpersonal social skills and adequate work performance skills. He/she will be an influential factor for these students in bridging the gap between positive productivity and idleness, crime and/or welfare.

Our society, and particularly the educational institutions, must challenge what appears as a "station in life" for the slow learner and/or physically handicapped person. The educational system must develop concepts which will encourage the "different" youth to his/her full potential.

The development of handicapped persons must be encouraged throughout our institutions by demonstrated compassion, empathy, encouragement and the belief that there are new positions and involvement for the handicapped in the whole of our society.

IMPLICATIONS FOR SPECIAL EDUCATION

Jack Stowers
Consultant, Division of Special Education, Department of Education

The Division of Special Education and the Division of Vocational Education have been working closely together for several years. There are exemplary conditions of cooperation existing between the two divisions. The cooperation and exemplary conditions between the divisions which exist in the field can be viewed as extremely favorable opportunities to meet the needs of handicapped children.

Education, and specifically Special Education, has been charged with a significant new piece of legislation entitled, "The Education for All Handicapped Children Act" (PL 94-142). This Act is a landmark piece of legislation. Educators will be challenged by the legislation. The legislation has created an opportunity to develop roles and opportunities for handicapped populations which were not previously available.

The scope of the Handicapped Education Act is mandated to every state in the Nation. The law is massive in scope and is directed toward any child suspected of having any handicap condition which prevents them from succeeding. The implication of this legislation is also monumental for vocational education and general education.

If we are permitted to gaze into a "crystal ball" it is envisioned in the structure of education there will be a concept of positive accountability to handicapped populations. There will be greater identification of and positive educational perscription developed to factually serve them. To meet the mandate of the Federal legislation, Ohio initially redesigned its educational system, through amended substitute House Bill-455. This in effect instituted one educational system to serve all levels, including the secondary educational services and all types of educationally exceptional children. The design and intent of HB-455 parallels major provisions of the Federal legislation. Each piece of legislation specifically requires implementation of programs, services and validation of certain processes for each school district for all handicapped children in the State of Ohio. The major provisions of the Federal and State legislation are as follows:

Initially, the laws direct the State and local education agencies to implement a CHILD FIND PROCESS. The CHILD FIND PROCESS is a charge that each school district shall assure that all children who reside in the State and are handicapped and in need of Special Education and related services be located, identified, and evaluated. This shall include those currently served as well as those unserved.

To deal with this mandate, the Department of Education and the Division of Special Education have created a new set of program standards. The proposed set of standards have been submitted to the State Board and it is anticipated they will be reviewed, revised, and adopted. Those standards will then be distributed throughout the State and be established as an operational guide by the fall of 1977.

Second, the law and the Division of Special Education have established mandates to provide FULL SERVICE. Full service means that each school district shall assure that all handicapped have the right to a free appropriate public education, including special education programs and supportive services. Priority of services for providing instruction and/or services for the handicapped shall be expanded to the out-of-school unserved, secondly for the in-school unserved, and thirdly for the served but inadequately served.

The FULL SERVICE mandates, addresses and emphasizes the requirement to provide a variety of programs and services. It is emphasizing the right of the handicapped child to receive a free and appropriate education. Significantly, the State must prove it is serving every handicapped child between the ages of 3 through 18 by 1978. By 1980 evidence must be available to show all children between ages 3 through 21 are being served.

Third, the mandate requires a procedure of DUE PROCESS. DUE PROCESS is a procedure that is provided to both parents and child, an assurance relative to the identification, evaluation, placement and service for each individual child. Each of the steps of DUE PROCESS must be allowed by law.

Fourth, the legislation mandates LEAST RESTRICTIVE ENVIRONMENTS in providing educational service for the handicapped. This mandate directs that each school district shall establish procedures to assure to the maximum extent possible that handicapped children are educated with children who are not handicapped and removed from the regular educational environment only to the extent necessary determined by the nature and severity of the handicap.

Fifth, the Education of the Handicapped Act demands NON-DISCRIMINATORY TESTING. It has been charged that some types of psychological testing which have been used in the nation and the state are discriminatory to race and to handicappd children. The tests which have been questioned were not designed for the purpose, therefore, the results must be considered invalid. Each school district, therefore, shall establish procedures to assure that testing, evaluative materials and procedures for the evaluation and placement of the handicapped are not racially or culturally discriminatory. This article within the legislation mandates that each child shall not be tested with only one instrument, but a series of instruments must be used. The evaluation of the child can be a combination of formal and informal instruments to derive a conclusion.

Sixth, the legislation provides CONFIDENTIALITY and access for the parent(s) and student to school records. It has been established that each school district shall establish procedures to assure the protection of the confidentiality of any personally identifiable data, information and records collected and maintained.

Seventh, programs must be INDIVIDUALIZED to meet the needs of different learning styles and modes. This article is expanded to provide direction to each school district, teacher, parent(s) and if appropriate, child. This plan shall include levels of performance, goals, objectives, services and time duration. The plan shall be reviewed and revised annually.

Eighth, through the process of the above articles and individualized programming, there is created a process of VALIDATION and COMPLIANCE. Stemming from this section is a control which governs the legality of a district to be provided with any Federal funds, if it is found the district has refused or ignored providing funds to an identified handicapped child. Validation and compliance shall be determined by the submission of a district plan containing the stated provisions which shall be approved and monitored by the State Department of Education.

A general assessment of the above articles inserts itself into all facets of education--general, vocational and special education. Each child in our educational system is a potential recipient of the special services as appropriate indication warrants the need. The Division of Special Education initiated a process of multi-factored assessment. The multi-factored assessment is the child's diagnosis which results in necessary information about the learning ability and the performance level of the child. From the data, this information is provided to parents and teachers who then provide the basis for creating the individualized educational plan. Thus, the individualized educational plan should be designed to first examine the potential of the handicapped student to be integrated into the "mainstream" of general or specialized education, secondly, to consider the service and program for the child which combines the concepts of general and special education, and as a third option, after careful deliberations, selection of the placement facility. The decision of self-contained or separate facility placement should only occur with severely handicapped children.

The implications of the Education for all Handicapped Children (PL 94-142) has many implications for vocational education. As greater numbers of handicapped are considered to be best served through Vocational Education there is need to:

(1) Define viable and appropriate procedures for integrating and providing placement of handicapped children into vocational programs

(2) Develop viable vocational assessment procedures to determine the child's potential skill training ability

(3) Assess vocational skill training areas in relation to the

needed competencies and levels of skills that are required to succeed in a specific program

(4) Identify appropriate methods of vocational assessment for accurately determining a skill potential of a handicapped child

(5) Design and/or develop instructional plans that will incorporate viable resultant data, appropriate vocational assessment and developmental objectives for the benefit of the handicapped student

(6) Develop viable means of cooperative working relationships between special and vocational education based upon the most appropropriate developmental program to the student.

In conclusion, Vocational Education is viewed as a viable option within a spectrum of programs which can be made available to handicapped children. The public education system has the responsibility of providing an appropriate educational program to all children regardless of their abilities.

The special educator does not presume or expect that every handicapped child can or should be provided with vocational education programs. However, those handicapped children who may be able to meet the criteria of vocational programs or function in a skill training setting with no or minimal support should be provided with that educational opportunity.

Thusly, Vocational Education should be perceived as one of the viable alternative educational placements for "qualified" handicapped children. Vocational Education must be viewed as a viable option within the spectrum of programs to benefit handicapped children.

However, the public educational system must accept the responsibility of providing an appropriate educational program to all children regardless of their abilities.

VOCATIONAL EDUCATION ALTERNATIVES FOR THE HANDICAPPED

D. James Gifreda
Supervisor, Special Needs Service, Division of Vocational Education

Each teacher, as they have participated in Vocational Education, may have acquired various perspectives, understandings and references as a result of the enactment of the Vocational Education legislation of 1963 and its subsequent legislation. The Vocational Education Act of 1963 is a significant point of departure because the U.S. Congress demanded in that piece of legislation that the educational system provide effective skill development programs. It was believed Vocational Education could and would offer greater services and opportunities to a broad spectrum of people who needed training toward a specific occupational skill.

However, during the period of implementation of the Vocational Act of 1963 and in reviews of its influence, it was noted there were evident voids of services. Many of the voids were located in viable services to disadvantaged and handicapped persons. In the congressional hearings for the Vocational Education Amendments of 1968, it was emphasized that it is socially and economically sound for society--and education--to give greater attention to the growing number of people--youth and adults--who do not fit the system--fail and leave school.

The enactment and implementation of the Vocational Education Amendments of 1968 significantly amended, prioritized and provided an impetus to more effectively focus upon the needs of disadvantaged and handicapped persons--the Special Needs population. Significantly, the Vocational Education Amendments of 1968 mandated that 25% of the states' basic funds of Part B be identified and directed to effectively meet the vocational needs of Special Needs populations. Specifically, the Amendments mandated that 15% of the Part B funds would be directed to increasing the effectiveness of vocational programs serving disadvantaged persons and 10% of the Part B funds would be directed to increasing the effectiveness of vocational programs serving handicapped persons.

The implementation of Vocational Education Amendments of 1968 stressed the need to the States that vocational training to the special populations must be of high quality and realistic in terms of actual or anticipated occupational opportunities. Further, the occupational training provided must be appropriate to the needs, interest and abilities of students being served. The mandate of the act encouraged vocational education to accept all people as individuals and meet the individual needs through appropriate guidance, training, and supportive services to enable them to participate as productive citizens.

Broadly, the handicapped are identified as persons who are mentally handicapped, sensory impaired, orthopedically or neurologically impaired or disabled. Broadly, the disadvantaged are identified as those persons with academic or economic handicaps and because of those handicaps would be prevented from succeeding in a vocational education program.

The Vocational Education Amendments of 1968 and the subsequent Vocational Education Act of 1976 are clearly demanding that the states expand their roles toward serving handicapped and disadvantaged populations. These laws have been designed to strengthen the delivery system and services for handicapped and disadvantaged youth and adults. Tokenism of programs and services will not be acceptable under the thrust of the implemented legislation. An analysis of the new Vocational Education legislation

(PL 94-482) and the new Education for all Handicapped Children (PL 94-142) legislation indicates bold opportunities to provide meaningful vocational opportunities to handicapped persons who are included as the special needs populations.

Vocational Education services must be considered as one viable educational alternative for the handicapped learner. To meet the needs of serving the handicapped, vocational personnel should be involved with developing patterns to encourage those meaningful experiences. Through the general concept of the Individualized Educational Plans (IEP) as mandated within the Education for the Handicapped Act, the results and conclusions could strongly indicate vocational education as an appropriate learning experience for one or a group of handicapped students.

Vocational Education will need to provide a variety of program alternatives for meeting vocational needs of handicapped students. The services which must be considered could range from minimal support and mainstream integrated programs to self-contained, multi-faceted services and individually delivered vocational programs.

To attain the full range of those services, however, it is imperative to develop an effective linkage and relationship between vocational and special education services. In addition, there should be greater cooperation with and between the advocate organizations and parents of the special populations. There is need to develop catalysts, within a system, for positive development. Positive communication, commitment and viable in-service development is urgently needed to meet this challenge.

One significant concept which has emerged and is suggested as a vital element to more effectively serve handicapped persons is that of work assessment-work evaluation. Work assessment-work evaluation is a concept and process to evaluate an individual's work aptitudes, attitudes, and manipulative skills. Work assessment-work evaluation should be considered a positive integral process to determine appropriate vocational placement for the handicapped person. The utilization of work-assessment-work evaluation information, in cooperation with other multi-factored data, can result in effective designs to offer an effective training program.

In addition to work assessment-work evaluation processes, programs must be encouraged that will assess and develop positive and appropriate communication skills, productive work skills, and encourage behavioral adjustment and modification as it may apply to the individual's interpersonal situations. With the major emphasis of multi-factored assessment within special education and the Federal legislation of special education, means should be utilized to identify effective processes to more capably adapt effective program alternatives.

Another significant area which must be encouraged for the handicapped is that of work adjustment. Many special populations may not have had an opportunity to develop career concepts, develop adequate and appropriate work-behavior patterns or have not experienced appropriate work performances, thus the concept of work adjustment laboratories can essentially provide a viable controlled work experience that will promote the development of the needed behavioral-work skills. For many handicapped and special populations, work adjustment experiences can be used to simulate the experiences and environment of business and industry.

Through work adjustment centers, controlled experiences provide opportunities to observe and direct the developmental skills of the student. Counseling, instruction, and motivation can be provided to match needs of personal performance required by business and/or industry. A center can focus upon developing the affective skills that are critical for the effective and productive employee. Such affective skills as punctuality, social adaptability, tenacity, attitude and management of daily living activities will influence their productive participation in the world of work.

The Work Adjustment Center concept can function as a slot-in slot-out program. It serves as a function to adjust the basic skills, and then encourages progress to the next step of an identified educational plan.

Another concept of special focus is that of developing reading resource centers for those students whose reading skills act as a formidable deterrant to successfully developing vocational skills. Competent reading skills are essential for introducing indepth skills in all fields of vocational education. Adequate reading skills provide the means to enlarge the meaning and understanding of principles and practices of a specific area or function. Adequate reading skills are the root of succeeding in many vocational programs. Business and industry are expecting their skilled employees to be able to adequately receive communications which may detail work and production activities. Reading resource centers should evolve through the mutual cooperation of a reading specialist, vocational teachers, academic teachers and other supportive instructional personnel. Reading skill development is a comprehensive effort which must be designed to include the integration of the science of reading and application of those reading skills with the practice of the occupational skills attained. An entire faculty must be emphasizing the science and practice in the various activities the student will encounter during their vocational program participation.

Through the reading resource centers efforts are focused upon increasing reading proficiencies, comprehension and the rate of reading. Significant to these concepts are provisions for remedial reading, increasing word attack abilities, word deciphering and concentration.

In addition to the many emerging concepts as have been noted, opportunities have been provided to integrate handicapped and disadvantaged populations into regular vocational programs. The success of integrating the handicapped into a variety of programs gives much credence to the need to expand such efforts into regular vocational programs. With the inclusion of Special Needs populations in regular vocational programs, there is also emerging a need to identify curriculum and instructional strategies to increase their performance and effectiveness. Modification and alternate approaches are becoming available and uniquely utilized in many programs.

Special supportive and supplemental services for special populations are critical to assisting the disenfranchised to integrate into meaningful opportunities. Education, as a general entity to provide this means, must develop the necessary programming and implementation to encourage such success. The Special Needs population must be given the opportunity to be included in the mainstream of society. Inclusion of these populations will increase the productivity of society and encourage greater pride and ability to all humanity.

THE ENIGMA OF THE DISADVANTAGED AND HANDICAPPED

Mr. John Gindlesberger Mrs. Jean Baker
Dr. Elizabeth Fesler

It would be significant, if it would be possible through the molding of clay to build a living model of an adolescent and declare this to be the prescribed pattern for all adolescents. However, once we establish the criteria of what the adolescent should look like and how he should react, we are bound to find one who will not present the prescribed concept. The model would then need to be adjusted to account for physical and intellectual differences such as body build, strength, motor coordination and reaction time. During adolescent years, individual differences among youth are greater than they will ever be in their lifetimes. The adolescent years are also significant for they are a formative period of time when a youthful individual is constantly changing. However, the trained observer is cognizant of this and should be able to note changes of physical development, differences of learning abilities, intellectual growth and learning styles.

Additionally, associated influences upon an individual's intellectual abilities also effect a person's values and value systems. Our social system holds in high esteem such values as competitiveness, punctuality, hard work, cleanliness, postponement of gratification, politeness and controlled behavior. These values, in large, are class values of middle American society. They are not unwarranted values, however, they are not necessarily values which are shared by the atypical adolescents who have been engulfed by other social influences.

The values which the public education system has tended to prefer are often foreign to the disadvantaged and handicapped youth and counter to their own values. They have lived and survived in their own environments under a different set of conditions and rules. As these youth enter a different social system, mandates to abruptly alter their pattern tend to cause devastating shocks and crippling effects upon their self-esteem self-confidence and self-awareness.

Although the handicapped and the disadvantaged populations may vary greatly in their educational needs, they do have some general characteristics in common. Academically, their achievement levels in reading and arithmetic are often below that which would be expected from regular populations. Many have not mastered the alphabet or the basic phonetics necessary to be able to read. Many of these youth have been denied an opportunity to develop background experiences which would enable them to relate to and accept new experiences and new learning. Many handicapped and disadvantaged youth have experienced many failures at home and at school, and these negative experiences and impressions have permeated the very nature of the individual. A negative--defeatist attitude has developed and usurped their self concept and prevented a thrust toward positive motivation and development.

The characteristics of handicapped persons generally evolve around their functional capabilities. The handicapped are generally identified under four broad categories of handicapped conditions. The largest group of the handicapped population are those persons who are mentally retarded. There is a wide range of ability represented in this group. The functional limitation of the mentally retarded person cannot, in most instances, be classified as an "all or nothing" condition. The functioning and performances of these persons must be considered in degrees of retardation and functioning. The mentally retarded person who may be identified as educationally or academically limited, therefore, need not be vocationally limited.

Specific characteristics of the mentally handicapped person can be illustrated by their general lack of academic achievement in basic skills and skills formulated through written conceptualization. Traditional educational development is founded upon interpretations from reading materials which is often above their functioning level, therefore, these students encounter many of their difficulties from the process of reading and written communication.

Another characteristic of the mentally handicapped is indicated by the level of their physical and/or social maturity. Under certain conditions, the mentally handicapped person will be unaware of performances or expectations needed to meet particular circumstances or events. Often these youth will not display the appropriate practical and common skills needed to judge general cause and effect circumstances. Many of these youth have ill defined and/or inappropriate vocational goals influenced, to a great degree, by their immaturity and an unrealistic awareness of the personal participation involved. Further, many of these youth have not had an opportunity to explore and examine the world of work. Career awareness, orientation, and exploration have not been a formidable experience in their personal or educational development.

It is difficult for these youth to develop concepts through presentations that have been generalized. These youth employ different methods to grasp reason and concepts. It is essential that the instructional program be developed to include information and concepts which will be specific and clearly applicable to several different situations.

Many mentally handicapped students also have a limited ability to develop intangible concepts. These youth have difficulties relating to abstract verbal communication and directions. This limitation prohibits the individual from identifying and extracting specifics of the communication to appropriately perform or function. Therefore, verbally it is difficult to communicate ideas to them. The youth needs to develop concepts through concrete association with the task.

For the mentally handicapped youth, it is advantageous to provide a multi-sensory presentation for the delivery of a concept. These youth should be given experience in which they may use their senses of touch, sight and sound, and, if appropriate, taste and smell. The population must be stimulated and often physically engaged in developing and performing the task. This youth needs to solidify the development of a concept through concrete association.

Repetition is an essential teaching and learning practice with the mentally handicapped person. Concepts should be delivered to handicapped persons from multiple instructional designs and strategies and constantly reinforced.

A second broad classification of handicapped youth are identified as the learning disabled. The learning disabled youth may also illustrate many different types of functioning characteristics. However, much of the learning disabled students' inabilities to learn stems from neurological impairments or brain damage caused by some type of physical trauma.

The learning disabled student poses many unique instructional concerns to the educator. Many learning disabled youth have average and/or above average mental abilities, however, they dysfunction when placed into the regular classroom, therefore, they will require variations of teaching strategies.

Under the normal functioning of the senses, an individual receives information and/or a stimuli and responds accordingly. The learning disabled student is unable to process the input of information correctly. Unidentified dysfunctioning of one or more sensory functions prevents the learning disabled individual from perceiving or discriminating during the intake of a cognitive process.

The learning disabled student can also appear physically clumsy and awkward. They may exhibit poor motor abilities and thus be unable to perform fine motor skills.

Learning disabled youth may also illustrate neurological problems by hyper- or hypo-active behavior. Erratic hyperactivity may be demonstrated by the disruption of a calm normal classroom. The hypoactive youth in contrast, may be an apathetic individual who demonstrates little or no interest in his environment or the task at hand.

A third category of handicapped youth may be classified as emotionally disturbed. These youth may vent their learning frustrations through acts of belligerency, anger and moodiness. If they are unable to cope and/or perform, these students may demonstrate negative social performances and inappropriate behaviors.

The fourth classification of handicapped persons are those generally physically impaired. The physically impaired include the epileptic, cerebral palsy, chronic heart and/or kidney dysfunctioning, in addition to those orthopedically disabled. Each person impaired by one or more of these disabilities may very well need some limited vocational experience and development. Their disability should not preclude these individuals from succeeding in some selected vocational area.

Serving handicapped populations in vocational education programs can offer and develop new opportunities to the stigmatized populations. Many handicapped persons have the potential to excel above general expectations. Many of the youth, without emotional disabilities, are able to generate positive motivations that will encourage them to succeed in spite of their disability. The teacher should seize every opportunity to assist in the enrichment of their lives.

For disadvantaged youth, many problems occur as a result of influences upon their environment, such as economics and home and family relations. Often the disadvantaged youth has fewer persons about him who positively influence him and encourage merit in his development. There are fewer members of the "extended" family--aunts, uncles, and other relatives and neighbors-- who take an interest in the development of the youth. Thus, there are fewer persons about him/her to provide positive guidance and encouragement.

The disadvantaged youth also lacks a rich and varied experiential background. For one reason or another, they are denied this important developmental stimuli which could encourage personal growth and development. The denial of an enriched background within these youth has impaired, crippled, and/or suppressed their abilities to express themselves, apply themselves to a task, or apply new learning to new concepts.

The disadvantaged youth may demonstrate a multi-number of anti-social patterns. Some of these patterns may be exerted outwardly to persons of authority, to peers, to associates and/or to themselves. The disadvantaged youth often dislikes authority, and may challenge and test the limits of any imposed authority. For the disadvantaged youth, new assignments of authority are "unknowns and conflicts" with their known environmental patterns and social requirements. Authority and the concept of functioning through rules and regulations are rejected because, again, the youth may never have had an encounter with or a need to function under middle class values. Functioning under such unknown conditions would be inappropriate for them and a physical and traumatic experience.

The disadvantaged youth often has had numerous failures and limited positive experiences. The results of these negative experiences, failures and frustrations of the disadvantaged youth are often expressed through or demonstrated by negative attitudes, apathy and lack of self-motivation. These characteristics may be forcefully demonstrated by their resistance to and dislike of formal patterns of education or the lack of a desire to attain general educational goals or expectations.

The background experience of disadvantaged youth is often a result of home experiences where the youth has been neglected and misunderstood. It may be found that the parents of these youth have a limited educational background and are unable to give proper guidance. In addition, some of the parents of these youth may have stopped expressing an interest in the youth. In other instances the parent may be not only non-supportive but inconsistent and non-committal with the youth. This attitude of neglect on the part of the parent, transmitted to the youth, increases the negativism exemplified by the youth.

The disadvantaged youth may often come from poverty environments. They may often come from families who are unable to provide adequate clothing, food, and/or shelter. Their personal hygiene and grooming standards may be poor because of habits and/or limited facilities in the home. These factors, pressing upon the immature youth, are major concerns and are difficult to ignore or identify as second priorities. Even for the adult, a comfortable environment is essential. When the youth is plagued with these problems and unable to resolve them, the problems, the conditions become controlling factors.

Educationally, the disadvantaged youth, may demonstrate great difficulties with learning because they have not acquired the essential prerequisites. The disadvantaged youth deficient in basic reading and computational skills encounters traumatic frustrations toward any meaningful development or achievement. Inadequate communication and language skills create additional problems.

Many of these youth who may seem to be normal, physically, have many undetected handicaps which impair their educational development. Examples of this may be the youth who has a minor but significant hearing loss which limits his audio functioning. Another dysfunctioning of the youth may be his reading ability. Often the disadvantaged youth misfunctions at age-grade reading level, i.e., the youth reading at second or third grade level when he has been placed in the tenth or eleventh grade and is required to read ninth or tenth grade reading materials. The disparity between the youth's reading ability and reading materials used in classroom situations will cause disallusion and frustration. A command or demand to read such materials can be embarrassing and ego defeating.

Motivation is critical to developing the disadvantaged and handicapped. An individual's personality changes are dependent upon how one sees himself. This is further influenced by the person's experiences, his family, his environment and his successes. However, the disadvantaged and handicapped youth have found few successes. Those limited successes, the many negative experiences and limited positive signs of encouragement cultivate negativism, defeatism and despair.

To effectively serve the disadvantaged, teachers must provide positive influences and positive motivational opportunities for the disadvantaged student. The teacher must also be cognizant of the influences that affects the learning process of these students. The students must learn and be given an opportunity to share and give of themselves.

In teaching the disadvantaged there is need to be able to relate to them. As has been stated, many of the disadvantaged youths' experiences have been negative and uncompromising events. The teacher must be able to temper their understanding of these youth with the events and conditions that have caused unacceptable behavior.

These youth need positive models, individualized attention, and a clear and firm idea of the contribution and/or commitment expected of them. In the teacher's delivery of a positive program, the student must be treated with respect and an expectation that they can and will succeed.

TASK (WORK) RELATED COMPETENCIES

Mrs. Doris Stone	Mr. Robert Keim
Mr. Larry Stone	Ms. Sara Swingle

A critical implication of providing vocational programming for handicapped students must include developing adequate worker participation trait skills. Within competencies of any identified occupation, it is imperative that adequate employability skills, those competencies which deal with social and employment responsibilities, be appropriately developed within the individual. Employment capabilities, expectations, and responsibilities include the ability of a person to adapt to the environment of their employment. To meet these basic requirements, it is necessary for an individual to develop, in addition to specific, applicable, task skills, the appropriate attitudes, the social skills, and the ability to apply basic academic skills.

Significantly associated with the development and the application of vocational skills are affective skills which permit the potential employee, particularly the young, and most critically, the Special Needs student, to meet the performance requirements demanded in business and/or industry. Incidents such as an individual refusing to accept direction from a supervisor, a student lacking personal motivation, a student's inability to adapt to changing conditions of a work situation, a person needing constant supervision or being unable to cope with personal problems are simple affective conditions that are detrimental to effective work performance.

Within the young and/or the Special Needs population, affective and general work behaviors may not be a matter of common knowledge or applicability. In many cases, the basic skills of appropriate behaviors must be developed and practiced to make them natural. Thus, allied to individual skill development, there is need to develop employability skills to satisfactorily accomplish the task of work. Employability skills have four components which are:

1) The acquisition of vocational or occupational skills, i.e., the ability to meet entry level requirements of a specific job.
2) The acquisition of attitudes, values, and work behaviors consistent with requirements of the world of work.
3) The acquisition of basic academic skills.
4) The development and acquisition of skills for managing daily living, money management, leisure time activities, self and family responsibilities and community participation and relationship.

A teacher charged with serving an individual or group of handicapped or disadvantaged persons must often deal more explicitly with the details of communication and concept. The teacher must deliver basic concepts at levels which the student can master and thus develop the impetus and point of reference to build a particular skill. The role and responsibility of the vocational educator and supportive services must encompass an awareness and the development of the affective skills to enable the student to meet entry level requirements.

Effective teaching strategies must emanate from a basic premise that there is potential growth in every child received as a student. Further, the teacher must believe they can develop and will encourage positive development and an enrichment during that maturation process. Effective teaching strategies must be perceived and formulated in terms of the youth's abilities and the performance desired. In working with handicapped persons, it is essential that the teacher accept the integrity of the students' personality and exhibit a genuine respect for them as individuals. Effective teaching to special populations must be "student-centered" through any pattern of formidable teaching. For the handicapped, "student-centered teaching" is particularly important to meet their needs and to provide a pattern for the development of individual skills. The teacher must consider the needs of the student to make appropriate adjustments in the delivery of the program. Effective, purposeful adjustments can augment effective strategies to more effectively meet individual needs.

Teaching individuals and groups of handicapped students may require the presentation of more information in greater detail in order to develop a total concept or proficiency. Due to the nature of each individually handicapped student, it may be necessary to provide greater elaboration and practical development of the concept. It may be necessary to magnify and/or dissect concepts in order to appropriately solidify the concept with the student. Inasmuch as the handicapped student may demonstrate different learning patterns, the curriculum must be adjusted to accommodate reasonable processes which will meet the individual needs. Meaningful instructional processes and strategies for the handicapped require the careful development and sequencing of instructional units. In essence, careful step by step presentation is usually the only viable means to properly present all of the required details of the instructional unit.

In the case of handicapped students, multiple designs to present a single concept or a series of concepts is imperative. Due to the handicapped persons' different learning abilities, speeds, and modes, viable teaching practices must include a variety of teaching presentations and practices.

Although, in most forms, a class of students may have been in the same proximity of a presentation or experience, the individual reception from student to student may show a wide degree of variance. Depending upon factors of environment, delivery, subject content, and students' individual differences the reception of the concept can create a significant variance and influence the comprehension. Although the student has the potential to acquire a specific skill, due to individual variances and conditions, a delivered concept may become distorted, incoherent or obscured.

In teaching the handicapped student, it cannot be assumed the student has developed specific competencies of performance. An assumption that a particular special needs student has acquired a particular basic competency may generate frustrations for student and teacher. Appropriately, the attainment of a particular concept should be determined through application and performance.

The extent of participation and the needs and performance of a handicapped student must be based upon appropriately assessed functioning considerations and the student's potential. The assessed potential must be strongly considered in providing the meaningful experiences of the program. The teacher must review the occupational area and expectations relative to the breadth and specific competencies the handicapped person should attain to be able to perform competently.

Handicapped students will vary in the degree to which they may be able to participate. The participation of the handicapped student should be determined relative to functional ability or until it can be determined the individual has "peaked out" in their skill development. Great care and consideration must be used to evaluate this point of development. Care must be used to insure that premature decisions have not "closed out" opportunities for that handicapped person to achieve their optimum potential.

The formative development of handicapped students must include a systematic progression of development toward appropriate work behaviors and skills. The viable sequential development of work and behavioral skills is imperative to permit a solid formulation of the skills of a specific occupational area. One such formative system is based upon the utilization and application of identified terminal objectives. The terminal objective system promotes the development of tasks in increments which can be observed and accomplished satisfactorily by the participant. The concept's application is by design and specific's identification. The terminal objectives are activities and tasks written and performed in a form by which they will describe a task and elicit appropriate behavioral skills. When properly utilized with a student, a record of the individual's progress and development can be charted. Terminal objectives can be used as a clear active record to teachers and parents informing them of the student's specific progress and projected potential.

The utilization of terminal objectives can also aid in the development and organization of classroom processes. The process offers to the teacher a frame of reference and a method of thinking about the student's abilities. Terminal objectives can also be used to assess the physical and the theoretical functions essential to perform a particular job. Teaching to terminal objectives requires describing in detail a job sufficiently to teach individualized and specific facets.

Terminal objectives can also be used to evaluate and assist with the matching of the student's ability to a job. Terminal objectives via task analysis can be beneficial from the major perspectives of:

1. How the teacher will organize the subject matter of the classroom and

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2. How the teacher will organize the presentation of materials to the student.

Good teaching practices are as necessary with handicapped students as they are with regular students. Classroom characteristics vary according to the individuality of the teacher. However, good teaching methods and high expectations of student performance must be included in all teaching patterns. The designs of those teaching strategies must encourage the participation of all handicapped students in all classroom activities.

The management of classroom functions with handicapped students enrolled varies only slightly from those circumstances when only non-handicapped students are enrolled. Successful and well managed classroom organization and management is founded upon developed and organized work schedules and promoting a meaningful purposeful routine for each student. It is important to organize and acclimate the student to the task and class process. Scheduling and routine organization must be developed and performed with clearly identified expectations.

There is also the need to encourage or share classroom management responsibility with all students. To give or share some management and organization responsibilities with students can be an effective means in assisting the student to develop their personal organizational abilities. The handicapped student should not be excused from an opportunity to accept a role of appropriate classroom responsibility.

WORK ASSESSMENT/WORK EVALUATION (WORK ADJUSTMENT)

Mr. William Oliverio	Mr. James Hardway
Mr. Layton Brinkmeier	Mr. Monty Mees

The concept of work evaluation has been experienced since the early 1900's. It's genesis was influenced by experiences during post World War I which demanded the reintroduction of veterans into the society. The concept of work evaluation was developed as a process to identify the means by which an individual could reenter society. Since that period of time, rehabilitation services have redesigned and improved the science of the process and its utilization. The concept of work assessment/work evaluation made an entry into the field of education within the last ten years.

Education has been mandated to provide more appropriate educational opportunities for all youth. This mandate is significantly directed toward providing vocational education for disadvantaged and handicapped persons who are disenfranchised from mainstream participation due to their lack of experience and most importantly, unawareness of and/or unpreparedness for work opportunities.

General education has been unable to meet the needs of many disadvantaged and handicapped youth because it has been unable to identify their functioning strength and develop programming to meet their aptitude and positive abilities. Until recently, education overlooked the need and cruciality of manipulative assessment in order to determine an individual's capacity for participation in the world of work. The disadvantaged and handicapped populations limited capacity or inability to verbalize their desires and capabilities thus place restrictions upon the means to be utilized to identify appropriate work participation. In addition, many of these students are vocationally naive.

Therefore, it is imperative that positive means be made available to orient and develop the student toward appropriate and attainable occupational objectives.

The implications of PL 94-142, Education for All Handicapped Children Act places an emphasis upon the placement of handicapped youth into appropriate programs and this includes vocational programs. Many of the general practices of program placement for handicapped persons have as a basis--psychological and medical assessments. These assessments are of vital assistance in identifying many functioning disorders and disabilities of this population, however, they are limited in providing direction for skill development.

Vocational Education has received a strong mandate through the Vocational Education Act of 1976 (PL 94-482) to viably serve disadvantaged and handicapped persons through the Acts' mandated set-aside funds of 20% and 10%, respectively. Vocational Education, to appropriately serve the disadvantaged and some categories of handicapped youth, must implement processes to factually determine the attributes, abilities and potentials of these youth who are not able to articulate their individualized potential. Thus, the process of Work Assessment/Work Evaluation emerges as a significant addition to a multifactor assessment and to the identification process for handicapped and disadvantaged students. Work Assessment/Work Evaluation can provide data about the work performance and functioning of these students which was previously undetermined and/or unknown. The implementation and utilization of the Work Assessment/Work Evaluation process can significantly assist responsible persons with the placement of youth into appropriate vocational programs.

Vocational Work Assessment/Work Evaluation has two significant prospects for education and, specifically, vocational education. First, it can be used to examine non-verbal, academically deficient individuals, and second, it provides an unbiased culture-free testing procedure. Through proper administration of the process, an evaluation can provide a descriptive profile of the attributes of each student. Further, Work Assessment/ Work Evaluation can be used as a diagnostic tool and can provide guides to functional and appropriate individualized learning plans.

The Work Evaluation/Work Assessment process consists of timed controlled laboratory experiences that are observed for individual work performance and behaviors. The proficiencies demonstrated by the student are recorded and equated to standardized, controlled and normed conditions. The student programmed into the process 4-8 weeks, ideally develops a profile of capabilities. The profile report of the evaluation thus describes the student's worker traits as well as how the individual matches requirements of selected jobs or work areas. It also evaluates performance relative to needed physical capacities, work tolerances, functional abilities, and personal and social characteristics as they are related to the specific occupational participation. Such information is significant in the process of developing vocational plans for the population and identifying intermediate and long range goals and specific services needed to support the attainment of an identified objective.

To provide Work Assessment/Work Evaluation for identified populations, many commercial systems are available. These systems are designed to diagnose aptitude, attitude and manipulative skills. Other systems are used to provide exploration and exposure to occupational concepts and information. However, the utilization of any commercial system must be evaluated for its appropriateness to the population to be served and the objectivity of the process.

In addition to the systems which may be obtained through commercial sources, consideration should be given to locally developed work samples. These samples can be developed to localize the applicability of task and task function. Locally developed work samples should be carefully analyzed, normed and adapted for an evaluation process. However, no single system should be considered the optimum or sole vehicle for providing an assessment and evaluation of an individual. An appropriate evaluation of a student should incorporate the results and retrieve data obtained from a multi-number of evaluation work samples. The utilization of a combination of systems provides complimentary data.

Several evaluation systems have been used effectively, under different conditions during an evaluation process. A listing of frequently identified systems may be found at the conclusion of this section. No priority is intended in the listing.

Following the administering of Work Assessment/Work Evaluation, many youth need an opportunity to explore, experience and develop appropriate work skills and performance. Many youth, inexperienced with work, have not had an opportunity to formulate productive patterns in an area of work. Due to their limited experiences with work the disenfranchised-handicapped youth may not be prepared to perform proficiently.

The concept of Work Adjustment is a critical activity to prepare special populations for work. A work adjustment center provides a controlled experience to develop needed work skills. Further, through the work adjustment activities participating students are assisted with developing appropriate social skills and basic knowledge of work tools and machines.

The Work Adjustment concept places an emphasis upon developing an individual's social, behavioral and manipulative performance. The work adjustment center functions as a controlled work experience or laboratory to provide practical production and simulated work experience for the target population. Through controlled and simulated work experiences the adjustment center for the handicapped individual is used to encourage acceptable levels of work performance. The work adjustment concept is highly structured to organize the participation of the student.

Personal Work Adjustment activities are incorporated into the laboratory experience that encourages behavioral modification of the individual's self concept, productivity, interpersonal cooperation and basic functional skills. All of these are basic to successful employability and must be developed adequately to perform work tasks. These skills are critical to the students work effectiveness and productivity.

The work adjustment laboratory, through the utilization of product production and contracted work, provides the medium and the opportunity for work skill development. Structured product production and contracted work activities provide the student with practical simulated industrial experiences.

During the time the youth participates in the work adjustment activities, additional assessments and evaluations of their performance can be made. In the event that modifications of patterns and/or performance is necessary, intervention and adjustments can be made. The work adjustment center can offer positive experiences to develop needed behavioral patterns for work participation.

The progress an individual gains during his/her participation should be shared with the student, staff and parent and/or guardian. An exchange and sharing of skills gained with the individual and/or interested person(s) can provide needed support. It can be a positive supportive system which can encourage individual progress toward stated objectives.

The following is a selected listing of commonly identified Work Assessment/ Work Evaluation Systems.

MINNESOTA RATE OF MANIPULATION

Description: Five tests administered on a board containing sixty (60) holes and large round pegs. (1-1/2 inches in diam.).

Purpose: The manual indicates the "Minnesota" measures the ".... native speed capacity..." of rapid coordination of eyes with hands and fingers in shop and office occupations where it is necessary to perform quick motions using simple tools and production methods."

Scoring: The test is scored in seconds and percentile norms are available.

Source: American Guidance Services, Inc., Publisher's Building, Circle Pines, Minnesota.

PURDUE PEGBOARD

Description: The test consists of sequential insertion of pegs and the assembly of pegs, collars, and washers.

Purpose: "The author states the "Purdue" is intended as a dexterity measure, assessing hand, finger and arm, as well as finger tip dexterity, in the selection of employees for industrial jobs."

Scoring: Percentile scores are available for male and female from different categories (applicants for assembly jobs, general factory work, and production work, heavy production workers, utility and service workers, machine operator applicants.) Our program uses the industrial applicant category for comparison purposes.

Source: J. A. Preston Corporation, 71 Fifth Avenue, New York, New York 10013.

PENNSYLVANIA BI-MANUAL

Description: Assembly and disassembly of one hundred (100) nuts and bolts and placement of the assemblies into holes in a board.

Purpose: The Pennsylvania Bi-Manual test assesses dexterity of both hands, fingers, gross movements of both arms, eye-hand coordination, bi-manual coordination, and indications of the person's ability to use both hands in coordination.

Scoring: The test is scored in seconds. Percentile scores are available separated by sex, age, education, and normal vision and impaired vision for both assembly and disassembly tasks.

Source: American Guidance Services, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

JOB SAMPLE TECHNIQUE

The work sample is a technique that reproduces the basic essentials of an actual industrial operation. It was primarily a product of World War II (the military services developed a number of simulated job tasks to meet classifications needs). Such appraisal usually makes use of tools and equipment utilized by industry, but simulated equipment may be developed to reduce the hazards of the usual machines. Following the war, industry and, in recent years, rehabilitation and manpower programs have developed work samples to assess work potential.

PHILADELPHIA JEVS WORK SAMPLE

Description and Scoring: The Philadelphia JEVS Work Sample Battery was sponsored by the Department of Labor. There are 28 work samples developmentally related to the Dictionary of Occupational Titles (DOT). The samples are grouped into ten worker trait arrangements. They are progressive, beginning with the easiest samples and working through to the most difficult. Recommendations are based on the performance of several related job samples. Each sample is scored for both speed and quality of performance. It has been widely used to evaluate the vocational suitability of the disadvantaged in programs supported by the Department of Labor.

Source: Jewish Employment and Vocational Service, 1913 Walnut Street, Philadelphia, Penn. 19103

SINGER/GRAFLEX VOCATIONAL EVALUATION SYSTEM

Description and Scoring: The Singer/Graflex System utilizes an audio-video teaching machine to present programmed instruction to the client. There are currently fifteen stations, each fitted into a separate carrel containing a teaching machine with a film strip, synchronized tape cassette, tools, and materials necessary to performance of the task. Each program consists of instructions on how to operate the teaching machine, occupational information about jobs related to the sample, and programmed instructions on how to perform the task. Attempts have been made to relate it to the DOT. It is scored for both speed and quality, although emphasis is on the quality of the finished product. The system permits the client to work at his own pace. Because instructions are presented orally, those with reading handicaps avoid the difficulties encountered from working with written instructions.

Source: Singer Education Division, 80 Commerce Drive, Rochester, New York 14623

TOWER WORK SAMPLE BATTERY

Description and Scoring: The TOWER Work Sample Battery was developed at the Institute for the Crippled and Disabled (ICD) under the sponsorship of the Vocational Rehabilitation Administration. There are 110 job samples grouped into fourteen major areas. The samples are progressive, beginning with the simplest and progressing the most complex. They were developed by the process of job analysis and attempts have been made to relate them to the DOT. Samples are related to work in the New York area and modifications of technique and the development of local normative data are encouraged. Instructions are written, but may be supplemented by evaluator explanations. It is scored for both speed and quality, but emphasis is on the quality of performance. It has been widely used in programs serving the physically handicapped.

HESTER EVALUATION SYSTEM

The Hester Evaluation System (previously M.O.V.E.) is a method of assessing vocational abilities and relating them to specific jobs. It is a means of converting raw test scores into usable data. H.E.S. included 26 separate tests which measures 28 independent ability factors. After testing, the raw scores plus some additional characteristics are fed into a computer.

The computer print-out includes scaled scores for the ability factors tested, scaled scores for various job families, and a list of specific jobs for the person tested. Hester Evaluation System, 120 South Ashland Blvd., Chicago, Illinois 60607.

McCARRON-DIAL WORK EVALUATION SYSTEM

Description: The MDWES involves defined administrative procedures: work evaluation follows specific psychometric methods and structural observations.

The MDWES is normed on over 200 mentally disabled adults (mentally retarded, chronic emotionally disturbed, and cerebral-palsied) from sheltered workshops and community placements.

Current research of the MDWES is being conducted at the University of Texas Health-Science Center, the Dallas Rehabilitation Institute, and Indiana State University.

Source: Commercial Marketing Enterprises Dept. M.D.W.E.S., 11300 North Central Expressway, Suite 105, Royal Center Tower, Dallas, Texas 75231.

COMPREHENSIVE OCCUPATIONAL ASSESSMENT AND TRAINING SYSTEM

Description: COATS Work Samples are used to assess and help predict the vocational potential of individuals prior to placing them into training programs or actual work situations. The objective of each Work Sample is to assess, as closely as possible, each individual's interest, performance capability and general behavior relative to various job situations. The Work Samples, derived from a job analysis, approximate the actual job environment and simulates a complete range of work activities (i.e., physical movements, mental functioning, performance standards, operations, materials and equipment, etc.)

COATS Work Sample are broadly representative of those occupations in which large numbers of our nation's labor force are employed. Through research, families of occupations within a number of U.S.O.E. career clusters have been identified and samples of commonly held tasks and performance objectives were extracted from them.

Source: Pro Inc., 1575 Parkway Avenue, Trenton, New Jersey 08628

CRAWFORD SMALL PARTS DEXTERITY TEST

Description: In part one, tweezers are used to insert small pins in close fitting holes in a plat and to place collars over the pins; in part two, small screws are placed in threaded holes in a plate and screwed down with a screw driver.

Purpose: The test was designed to measure fine eye-hand coordination.

Scoring: The "Crawford" is a timed test and percentile norms are available from a number of specific groups such as: trade and technique high school students, assembly job applicants, employed assemblers, and factory applicants.

Source: The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

BENNETT HAND TOOL DEXTERITY TEST

Description: The client is asked to remove twelve sets of bolts, washers, and nuts from the left-hand upright and replace them into the right-hand upright, using wrenches and screw driver.

Purpose: The test is designed to measure manipulative skills independent of intellectual factors, using four common mechanical hand tools.

Scoring: The test is scored in minutes and seconds and percentile norms are available on electrical maintenance workers, employees and applicants in a manufacturing company, boys at a vocational high school, high school dropouts in a metropolitan area, airline engine mechanics, apprentice welders.

Source: The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

BECKER READING-FREE VOCATIONAL INTEREST INVENTORY

Description: There are forty rows of pictures of people working at different jobs. The client is asked to select the picture from each row that he likes best. There is a male and female booklet. The eleven male clusters, and eight female clusters represented are:

Males - Automotive, building trades, clerical, animal care, food service, patient care, horticulture, janitoral, personal service, laundry service, and materials handling.

Females - Laundry service, light industrial, clerical, personal service, food service, patient care, horticulture, and housekeeping.

Scoring: A profile is drawn up from the test results which gives a percentile score of interest in each area. Only those scores over 70 percent and under 40 percent are considered significant indicators of interest or disinterest.

Source: Ralph L. Becker, Research Psychologist, Columbus State Institute, 1601 West Broad Street, Columbus, Ohio 43223.

VALPAR WORK SAMPLE SERIES

Description: The Valpar consists of twelve individual units that can be purchased separately or together. The units center on the concept that work samples can be co-related with the Dictionary of Occupational Titles (D.O.T.) and that each sample can be integrated into present work sample systems. Norms for the twelve units are partially developed and are included with some units.

Source: Valpar Corporation, 655 North Alvernon, 108, Tucson, Arizona 85716.

SITUATIONAL ASSESSMENT VIA SUB-CONTRACTING

Description: The technique requires the establishment of a workshop where varied subcontracts are procured from local industry. The major goal is to observe, record and evaluate the client (student) in a real work setting as possible. Particular work skills such as peer relationships, reaction to supervision, pressure, fatigue, etc., are then evaluated by two or more supervisors. (If the facility can develop a scale and manual of terms the objectivity of the evaluation is greatly increased). Norms on the individual student's production can be easily obtained through the utilization of the time and methods study. Situational assessment is best used in conjunction with other commercial evaluation systems. It should be noted that a Federal Wage and Hour Certificate must be obtained prior to opening a workshop.

RESOURCES

Material Development Center
Stout Vocational Rehabilitation Institute
School of Education, University of Wisconsin
Menomonie, Wisconsin 54751

Comprehensive Vocational Evaluation
Adjustment and Placement Program Manual
Six Pence School
3589 East Main St.
Columbus, Ohio 43213

Material Information Center
Auburn University
Auburn, Alabama

TEACHING STRATEGIES

Dr. Sally Schaaf
Mr. John Opperman
Mr. Mike Westby
Mrs. Jean Britt

Often teachers who meet with classes of children are unsuspecting of the contrast between and/or limitations of each individual child of the particular group. Outwardly, the child may not display any dysfunctioning. However, due to a psychosomatic dysfunctioning within the child, he/she may experience severe problems in coding and decoding the experiences which may be offered to them in the form of classroom instruction. Consequently those children with learning difficulties involving physical and/or mental limitations may encounter traumatic negative experiences in insensitive classroom settings. An example of those students who may appear physically ready to learn are those with an auditory reception problem. Superficial physical observations may not indicate anything dysfunctional, however, those people cannot assemble concepts they hear and consequently are unable to comprehend verbal dialogue or communication. Auditory and other communicative learning handicaps are examples of the causes of learning difficulties.

Many authorities in the field of education feel that many students experience failure in school because teachers have not considered three important variables. The first variable is the rate of informational input presented to an individual and/or a group. Generally teachers have a tendency to accelerate the delivery of information and developmental concepts to meet time schedules or follow regimented curriculums. The acceleration of input often produces anxiety, frustration and failure in children who learn at slower rates of input. The input rate is a basic principle of learning, but it is often ignored and the concept that children learn and mature at different rates is forgotten.

The public education system attempts to force all children in all grades or classes to cover the same amount of materials in the same amount of time. The penalty for not accomplishing predetermined objectives or quantative learning equals grade or class failure and detainment, or socially promoting students to the next higher grade, even though they may not have acquired the skills from the previous level.

The second variable to be considered is the amount of informational input presented to an individual and/or group at one time. Many children are literally overloaded with too much input delivered to them at one time. Examples of an overload are requiring an extra math problem or an extra page to be written or read which may cause the child to forget what he/she may have already learned. It is imperative that the teacher be aware of simple and appropriate input tolerances for each youth, and the amount of input must be governed to allow the youth to absorb or comprehend the materials presented. However, this does not mean that a child with certain learning disabilities, i.e., the learning disabled child, cannot accomplish the complete lesson or a series of tasks toward a goal or objective. It simply implies that the child must be given portions of a concept in segments or sections until the total concept has been introduced. Primarily, the teacher is controlling the amount of input in order for the child to deal with a successful experience.

The third variable successful teachers must take into consideration is that of the sequence of input. Sequence of input is relevant to the order of informational presentation and concurrently identifies the most viable channel or means by which that child learns best. Persons learn through different modalities and, therefore, that modality should be known and utilized which will maximize each person's learning process. The sensory stimuli of each person differs in its ability to absorb information and develop appropriate performances.

The effective teacher must develop a sensitivity and an approach that directs the delivery of the instructional input to the strength of the student. This will mean that a multi-sensory approach may be imperative and that the teacher should employ delivery alternatives, modifications, and combinations of teaching strategies to meet instructional objectives.

There is a prevailing concept among teachers and parents, alike, that stresses inter-individual differences rather than intra-individual differences. Inter-individual differences is the concept of comparing one child with all others of the group. This may take the form of comparing height, weight, reading and/or mathematical achievements, and mechanical ability. Intra-individual differences identifies the individual child's relative strengths and weaknesses, and therefore, programs accordingly. The intra-individualized differences concept suggests the need to analyze a performance according to the child's needs. The concept of intra-individualized differences is true for any child regardless of whether they are handicapped or non-handicapped.

To capably serve the handicapped student, a primary consideration must be the examination of the teacher's attitude. All teachers who work with handicapped students and more broadly Special Needs populations must examine their position and attitude toward the child's condition. A negative attitude and lack of understanding will deter any opportunity to provide an effective educational program. The teacher's attitude sets the conditions, environment and tone of a classroom and permeates the entire educational facility. This is evident when classroom peers react to a teacher's special effort to support something special about each child.

Another important attribute for the effective teacher is expressed empathy, rather than sympathy. Empathy must be utilized in the development of teaching techniques to become influential in the teaching role. Empathy is a feeling for the conditions of the child, in contrast to dolence, commiseration and pity. Empathy means the individual is treated with respect, and as a fellow human being. Empathy displayed in a classroom means the child will be treated as all other students are treated and required to conform in that environment. There should not be one set of rules for the handicapped child and another set for the non-handicapped children.

Of cardinal importance to implementing effective teaching strategies is the need to make the laboratory or classroom comfortable. One means of influencing and effectuating an atmosphere of comfort is to show respect for and an acceptance of each individual child's abilities. It is not easy to examine a child's abilities because many teachers approach educational development backwards, i.e., teachers are trained to be negative rather than positive. Many teachers have been programmed to deal with errors made, rather than with correct or partially correct responses. Each child should be constantly and consistently complimented for the good qualities and encouraged in the positive contributions they can make to themselves and others.

It will be difficult for the average or regular teacher to have available all of the resources to formidably individualize or provide one-on-one instruction for 25-30 students. However, by encouraging small group instruction, the teacher can develop more meaningful instructional inputs. In small group instructional settings peers and volunteers can be of great influence and assistance.

Knowing of limitations of a specific population can aid in the teacher's instructional patterns. As an example, to assist and accommodate a severely hearing impaired or deaf youth, the teacher could provide an outline of a lesson that would identify the highpoints of the presentation, provide a listing of a few vocabulary words on the chalk board or prepare individualized work sheets. In the case of those hearing impaired persons who can speech read, the teacher should consciously face the student when speaking. The children of the class should also face the hearing impaired student when speaking.

One way to avoid problems of misdirecting or poor positioning, which may interfere with the student who is adequately speech ready, is to utilize an overhead projector. In addition, if the teacher develops a large number of lecture notes, the teacher may suggest a buddy system which assists the learning impaired person to take notes and share via the results of carbon copies of the notes. As an additional aid, the teacher could use captions or other types of visually adapted films. These films, in many cases, can be obtained free of charge from several sources, one of which is the U.S. Government.

Effective teaching strategies to serve the Educable Mentally Retarded (EMR) students should be directed toward a major emphasis upon functional, practical experiences they will use in society. There are strong reservations as to whether the EMR population should be required to spend extensive time developing knowledge and skills which could be obtained through commonly known and readily available sources.

By the time the EMR student matures and matriculates to the Senior High School level, he may have the capacity to read at approximately the fifth grade level. In our general society, printed matter, newspapers, magazines and etc., are written at the fifth grade level. The U.S. average reading level is between fourth and fifth grade level. In high schools and vocational programs, it may be necessary to rewrite and adjust the manuals to the appropriate reading levels of EMR students.

To assess the educational development of EMR and slow learners, if they do not possess appropriate reading capacities, oral tests should be given. To provide additional assistance for those students who may have reading difficulties, it is suggested that peer assistance be encouraged with a classroom assignment. As an additional assistance taped recordings can be used effectively.

The EMR and slow learning students should be permitted to work and proceed at their own pace. Special assignments and homework, for special students, should be given in short segments in order for the individual special student to complete or accomplish the task.

Teaching exceptional children, the special needs child, will require the use of many demonstrations and visual aids. To develop meaningful performance for the EMR student, the instructor must give sufficient concrete structural assignments in order to direct the learning.

The learning disabled child may have average or above average abilities, however, due to some physical malfunction, may not be able to learn in some particular areas. These are youth, who, due to unusual developmental patterns, have been mis-identified as behavior problems, emotionally disturbed or educable mentally retarded. The learning disabled child is not necessarily retarded or emotionally disturbed but they have learning impairments which alter their learning patterns. These students must find and use alternate ways to learn. The teacher must be willing to utilize those learning modalities which assist this type of handicapped student.

Visually impaired persons are very likely to be participants in all types of programs. This group of persons could be factually blind or meet the criteria for being legally blind. Some students who meet the criteria for being legally blind still have residue sight and can read large print. In those cases, it would be advantageous for the student and teacher to have access to a primary or large type typewriter. The large type typewriter could be utilized to prepare much of the written materials of a program so that it would be accessible to the student.

There are several kinds of adaptive education materials and equipment which can be obtained for students with visual impairments. In Ohio, a Central Registry is available to assist local programs in locating specific materials. The Central Registry services can provide talking books, large print materials and free records. Some printed material may be obtained in braille, however, if it is not available in braille, the teacher may wish another student or an enlisted volunteer to tape the materials for the benefit of the visually impaired student.

There may be a need to change the physical environment of the laboratory or shop. When a visually handicapped person is participating in a program or laboratory, it is critical that the visually impaired person be given an orientation to the physical environment. If at any time the physical environment is changed, the visually impaired student must be reoriented to the environment. Working with the visually impaired student requires that the teacher be specific in giving direction to locations and places. When addressing a visually impaired person during class discussion, the instructor should indicate the student by name. If the visually impaired student is not addressed by name, he may not be aware that the teacher is requesting the response from him. It is critical to have available a number of concrete and manipulative materials for the use of the visually impaired.

As educators of the Special Needs population we must be open to the challenges of individualized differences and individualize the instruction through creative problem-solving methods. If the effective educator is committed to the survival of the special needs child in the mainstream of education and society, then, individually and collectively, education must consciously adapt to accommodate individual differences.

INSTRUCTIONAL MATERIALS

Mr. Reginald Broadnax
Mr. James Pinchak

After the teacher has accomplished or reviewed an assessment of a student, it is imperative that the teacher assess the types of materials which will be needed in the classroom to assist the teaching-learning process. This is critically important in developing an effective instruction program for handicapped and disadvantaged students. For this population, the selection and preparation of instructional materials requires careful consideration. Traditional materials which could be used with regular populations may require modification if they are to be used as instructional materials for disadvantaged and handicapped persons.

Entering the classroom as traditional teachers, many persons are unprepared for the task of formulating a viable curriculum for the "different" youth. Preparation is the key to the teaching role, and the teacher, through preparation, becomes a learning manager. As learning managers, teachers create positive program situations where they will be able to individualize and personalize their instruction.

Unfortunately, there are many teachers who are confused about concepts and terms associated with the disadvantaged or handicapped. Many unaware teachers see a group of disadvantaged students as slow, backward, antisocial and "different". Similarly, general impressions of handicapped persons would require that they be sheltered, shunted and watched as liabilities to themselves and others. Many of these terms often relate to the teachers' misconceived personal observation or to tactics displayed by a set of students. Often they are not based upon research and/or an evaluation of the cause of the atypical behavior.

Often, the teacher is not aware of the student's simple, but defeating, learning disabilities, lack of motivation, or communicative problems. There are many instances when the teacher has not assessed all data concerning the student. It is not the responsibility of the teacher to treat all identified problems of the student, however, the problems must be known to the teacher. These factors can be used as the basis of effective instruction.

Handicapped students need individual study and attention. To serve handicapped students effectively the teacher must know the needs of the students and proceed from that point. The teacher must personalize the instructional needs to the student. Similar considerations are necessary to effectively provide for the disadvantaged student. Individualization, working with small groups and encouraging peer group relations and leadership are facilitating means to encourage and enable the disadvantaged to achieve.

The teaching of disadvantaged and/or handicapped persons must utilize basic text materials, books and software materials that have been identified as relevant to their needs, skills and abilities. The materials must be carefully identified to be advantageous to the student. The materials selected must be of the type to be additions to and supportive of meeting individual needs.

According to the Coleman Report* there are many variables which might be used in a classroom that can make a difference in the instructional process.

*Coleman Report --
Coleman, James S. and Campbell, Ernest Q.; Equality of Educational Opportunity, Washington, D.C. Government Printing Office, 1966.

The Concept of Equality of Educational Opportunity in Equal Educational Opportunity. The Editional Board of Harvard Educational Review, Cambridge, Massachusetts. Harvard University Press, 1969.

As an example, it cites the degree of consciousness the teacher has of the individuality of a student, and which learning mode has the greatest influence upon that student. Instructional materials unrelated to the individual learning modalities of the students, and without being delivered by the teacher, properly, can have little influence upon the students.

It has also been reported by researchers that it is _not_ _what_ the student is _taught_ that may be harmful, but _how_ the student _is_ _taught_.

Traditional teacher approaches, delivering instruction materials and information via presentations on a chalk board, do not provide for individual differences. This type of presentation assumes that the delivery will meet the expectations and requirements of the majority of the students in the classroom. In those cases, the teacher has not taken into account the fact that there are different learning levels in the classroom. An example of such differences may be illustrated when a question is asked in a classroom, the brighter students are often the first to react or are more willing to respond to the inquiry, when in fact there are other students who can arrive at a correct answer after some deliberate thought. Special needs students are not usually the first persons to respond to an inquiry.

Another method of teaching uses a combination of effective teaching strategies and materials which leads to student success. This is a process by which the teacher produces learning by leading the student into a learning activity. This is the initiation of the teacher performing as a "learning manager". The learning manager sets up a basic program, and establishes methods and strategies which the student can follow to the goal of successful performance and participation.

Although the disadvantaged student may exhibit academic limitation in the classroom, he can still assume a leadership role. He should be given the opportunity to assume a leadership role in the classroom. The disadvantaged student, in many situations outside of the classroom, will also demonstrate leadership, dependent upon terms and conditions of his/her environment. However, when disadvantaged students are required to interact in semi-uncomfortable circumstances, the teacher may never realize their potential or give them the opportunity to exert their skill in leadership.

The combination of teaching methodology and instructional materials can be enhanced significantly by establishing appropriate objectives, providing relevant resources, viable remediation and consistent assessment and evaluation of student needs. To enable these services to be effective there is need to encourage a viable program, provide correct and consistent application of remediation and resources, encourage parent-teacher and administrative support, and enlist community, business and industry support.

To be effective, curriculum materials which are used by disadvantaged students, or any student, must be written at a level that is understandable to the student. They must include a rationale explaining the importance of the subject material and why it is necessary. The objectives of the subject material should be known to the student and should be stated in behavioral terms. The student should not be led through a program blindly unaware of the desired outcomes. The instructional process should provide opportunities for the student to utilize the developed concepts outside of the classroom.

Instruction materials must be administered in a logical-sequential pattern. Instructional materials, to be effective with students, must include comprehensible strategies that lead the student, step by step, to desired objectives. The student must be able to discern the direction toward these particular objectives.

For one teacher to individualize for 16 or more students in a class is often a very difficult task. In most instances, the teacher knows that the individuals of the classroom will perform at different levels, speeds and motivations. Due to these differing needs of the students, the teacher will need to group students of similar abilities and competencies. Grouping of the students will enhance communication and developmental experiences for each student. Grouping of students to work together increases the teacher role as a learning manager. As the learning manager, the teacher is identifying options and processes through which the student can learn, develop and proceed.

The learning manager should include a variety of activities for each proposed instructional objective. The learning manager should conclude with short post-assessment-evaluation activities designed to ascertain the degree of competencies achieved.

It is important for the teacher--learning manager--to develop teaching strategies and situations which initiate student reaction and development. It is important that the services delivered generate greater productivity and creativity within the student. There are several sources which can assist the classroom teacher--the learning manager--to identify appropriate curricular and learning materials for disadvantaged and/or handicapped persons. Through the National Information system, public schools, colleges and universities have access to the ERIC system of instructional materials.

Curriculum and instructional materials used in educational programs for the disadvantaged and/or handicapped will be successful only if they are specificly selected and prepared to meet the needs of those students to be served. Further, these materials can be of assistance only if the learner perceives the materials as meeting their needs. The materials selected should be in keeping with the reading and interest levels of the students. The materials should also be adapted to the culture of the student by reflecting the language, environment and experience of the student.

The instructional program should be functionally rooted in the community. It is essential that the instruction be practical and basic in nature. From an excerpt from the book Teach and Reach that Child by E. V. Cochran* we quote:

> Disabilities in the learning process impede or restrict conceptual development. The student may be regarded as trouble maker, retarded, a delinquent. It should be recognized that this is not always the case. It is very possible that certain concepts are in tact and highly developed relative to the sensory mode of learning which is not impaired. Distortions of conceptualization result from stimulus of the impaired perceptual area. This which is perceived through a deficit channel is incorrectly understood by the teacher. When a concept is being explored in a classroom, and the presentation is requiring the utilization of a child sensory adapter, misconceptions will result. He will not be able to achieve successfully in that particular area. Should he be highly motivated, he may participate fully and learn the concept with great effort, however, great effort put forth often results in a restlessness and a short attention span. Retention may be short. It becomes necessary to concentrate in the classroom as others move on. These learning disabilities are restricted in his being able to categorize, to organize, to compare and to evaluate. (She goes on to describe several stigmas that the student may have) destructive, tears up everything, gets into everything, does not respect property, is easily distracted, frequently plays with younger children, immaturity, does not act his age, does not get along with other children, does not pay attention, short

*Cochran, E. V. Teach and Reach that Child. Peek Publications, 4067 Transport Street, Palo Alto, Calif. 1971. (LC 3981-C6-C.2)

> attention span, can not read, once he gets started he will not stop, daydreams, will not do anything all day, always in a fight, belligerent, frequent outbursts, explosive, impulsive, can not keep his hands to himself, irritable, bad temper, he can do it if he tries, one day he does well and the next day nothing, erratic behavior, clumsy, awkward, no speech, poor speech, never listens, always out of his seat.

Teachers of the disadvantaged and handicapped must communicate an honest and sincere expectation that their students will succeed. Teachers of the disadvantaged and handicapped must be aware of the individual stimuli effecting the student.

There are many commercial and promotional sources for instructional materials. Many of the gratis, and/or nominal charged, materials will communicate, motivate and interest the person using the materials. Many of these materials contain films, student booklets, teacher manuals and sample materials. The teacher can use very simple means to discover and receive a variety of effective instructional materials. Educational literature, commercial materials and other sources often note materials which are available gratis, at nominal charges, or for review and consideration toward adaption. These sources can contain promising and productive means of obtaining materials.

To capitalize on the wealth of free and nominally charge materials, there should be developed a consortium of personnel within the school building or district to search for such materials. It could be advantageous to join with other vocational educators, special educators and interested others by developing a simple form letter on school letterhead stationary which identifies a specific population and then addressed copies of that letter are sent to as many sources as might be able to provide appropriate materials to be used in a classroom.

As an additional reference, teachers may wish to acquire the resource entitled Selected Free Materials for Classroom Teachers. This document identifies and lists many agencies and organizations which have free materials.

Another source for identifying materials is entitled, Selected Readings Concerning the Handicapped, U.S. Office of Health, Education and Welfare. This document identifies materials which can be used in the classroom with handicapped children.

Another source is called Student Activities in Secondary Schools. It identifies means the teacher can utilize to encourage and promote youth club organizations and activities.

Another source of materials is entitled, Selected Curriculum Materials for Disadvantaged Work-Experience Programs by James Pinchak. This resource identifies basic materials that can be used in the classroom for disadvantaged students.

There are many additional materials from commercial sources which deal with critical affective conditions such as attitudes, frustrations and motivation of disadvantaged and/or the handicapped students. There are games and programs which can encourage and develop reading skills, vocabulary and comprehension. Other games examine conflict, economics and other affective skills which motivate, develop and remediate work and social skills. These games are effective with many under achievers. The active learning process enhances their academic abilities and achievements.

The variety of instructional materials available free, at nominal charges or reasonable charges are vast. There are many of these materials available to enhance a teaching situation for the disadvantaged and/or handicapped. The sources and materials to serve disadvantaged and/or handicapped persons are becoming more abundant, and when they are included properly, into meaningful programs, can assist the teacher and the student impressively.

APPENDIX--A

ATTITUDE ASSESSMENT
INSTRUMENT

DIRECTIONS:

Rank the following statements according to the 0-7 rating scale given below. Circle the number which comes closest to the degree to which you agree with the statement.

0--strongly disagree
1--moderately disagree
2--disagree
3--slightly agree
4--agree
5--moderately agree
6--somewhat strongly agree
7--strongly agree

Most mentally handicapped persons:

(1) Look different from other people. 0 1 2 3 4 5 6 7

(2) Have no feelings and do not realize their condition. 0 1 2 3 4 5 6 7

(3) Are physically handicapped. 0 1 2 3 4 5 6 7

(4) Have a far-away look in their eyes. 0 1 2 3 4 5 6 7

(5) Are retarded to about the same degree. 0 1 2 3 4 5 6 7

(6) Can be self-supporting. 0 1 2 3 4 5 6 7

(7) Can drive a car. 0 1 2 3 4 5 6 7

(8) Have mentally handicapped parents. 0 1 2 3 4 5 6 7

(9) Have the same feelings, attitudes and desires as other people of their chronological age. 0 1 2 3 4 5 6 7

(10) Are not particularly interested in school-related activities when they are students. 0 1 2 3 4 5 6 7

(11) Have specific learning and behavioral disorders directly resulting from the mental retardation conditions. 0 1 2 3 4 5 6 7

(12) Are retarded in all aspects of development (physical, mental, and emotional). 0 1 2 3 4 5 6 7

(13) Cannot become skilled craftspersons. 0 1 2 3 4 5 6 7

(14) Lose their jobs because of an inability to get along with others. 0 1 2 3 4 5 6 7

(15) Can achieve a high level of competency in their chosen area of work. 0 1 2 3 4 5 6 7

(16) Have no preference in the selection of areas for vocational training. 0 1 2 3 4 5 6 7

(17) Need "hand-on" instruction. 0 1 2 3 4 5 6 7

(18) Should be placed in separate special vocational classes. 0 1 2 3 4 5 6 7

(19) Need practice that is short, frequent and motivating. 0 1 2 3 4 5 6 7

(20) Should not be enrolled in regular vocational business education courses. 0 1 2 3 4 5 6 7

(21) Respond well to behavior modification techniques. 0 1 2 3 4 5 6 7

(22) Lose their jobs because of their low levels of vocational skills. 0 1 2 3 4 5 6 7

(23) When qualified, can excel non-retarded workers. 0 1 2 3 4 5 6 7

(24) Tend to excel in occupations in which there is ordinarily a high turn-over. 0 1 2 3 4 5 6 7

(25) Should attend separate schools. 0 1 2 3 4 5 6 7

(26) Should work in sheltered workshops 0 1 2 3 4 5 6 7

(27) Should live in their parents' homes or in institutions as adults. 0 1 2 3 4 5 6 7

(28) Should not be enrolled in regular distributive education programs. 0 1 2 3 4 5 6 7

(29) Need in dividualized instruction in order to succeed in any vocational program. 0 1 2 3 4 5 6 7

(30) Have excessive sexual drives. 0 1 2 3 4 5 6 7

(31) Need remedial instruction to succeed in regular vocational programs. 0 1 2 3 4 5 6 7

(32) Should have individualized educational plans after enrolling in vocational programs. 0 1 2 3 4 5 6 7

(33) Are overage for their grade by at least two years. 0 1 2 3 4 5 6 7

(34) Have a reading level at least two years below grade placement. 0 1 2 3 4 5 6 7

(35) Should be in a vocational education program. 0 1 2 3 4 5 6 7

(36) Are not provided for under P.L. 94-142. 0 1 2 3 4 5 6 7

(37) Need an occupationally related education. 0 1 2 3 4 5 6 7

(38) Should be enrolled in trades and industries programs. 0 1 2 3 4 5 6 7

(39) Should only be taught by special educators. 0 1 2 3 4 5 6 7

(40) Can only be served in segregated vocational programs according to PL 94-482. 0 1 2 3 4 5 6 7

(41) Can benefit from the lecture method. 0 1 2 3 4 5 6 7

(42) Have good self-concepts. 0 1 2 3 4 5 6 7

(43) Need multi-factored assessments. 0 1 2 3 4 5 6 7

(44) Are also from disadvantaged homes. 0 1 2 3 4 5 6 7

(45) Do not need career education because they cannot benefit from it. 0 1 2 3 4 5 6 7

(46) Are less well groomed than other students. 0 1 2 3 4 5 6 7

(47) Should be protected from failure. 0 1 2 3 4 5 6 7

(48) Have more behavior problems than other students. 0 1 2 3 4 5 6 7

(49) Make me uncomfortable. 0 1 2 3 4 5 6 7

(50) Should be enrolled in union apprenticeship programs. 0 1 2 3 4 5 6 7

(51) Have poor socialization skills. 0 1 2 3 4 5 6 7

(52) Are the schools greatest source of discipline problems. 0 1 2 3 4 5 6 7

(53) Cannot successfully utilize public transportations. 0 1 2 3 4 5 6 7

(54) Can learn to budget their money. 0 1 2 3 4 5 6 7

(55) Should be allowed to vote. 0 1 2 3 4 5 6 7

(56) Should not work with small children. 0 1 2 3 4 5 6 7

(57) Cannot work without direct supervision. 0 1 2 3 4 5 6 7

(58) Are not bored by monotonous, repetitive job functions. 0 1 2 3 4 5 6 7

(59) Cannot cope with stressful job situations. 0 1 2 3 4 5 6 7

APPENDIX--B

DESCRIPTION OF RESPONDANTS TO ATTITUDE ASSESSMENT

APPENDIX

Description of Participants Responding to Attitude Assessment

	SE	NW	NE	SW	T
1. Number of Vocational Teachers	16	21	11	13	61
2. Specific Vocational Teaching Areas					
OWE	5	5	3	1	14
Business and Office	3	2	0	2	7
Home Economics (Unspecified)	1	1	0	0	2
Food Service	2	0	0	2	4
Child Care	0	2	0	1	3
OWA	1	1	1	0	3
Agriculture	0	1	0	0	1
Community Service	1	0	0	0	1
DCT	0	1	0	1	2
Auto Mechanics and Small Engine Repair	1	1	0	2	4
Electronics	1	1	0	0	2
Machine Trades	1	0	0	0	1
Carpentry	0	1	0	0	1
Drafting	0	1	0	0	1
Welding	0	1	0	0	1
DHO	0	1	1	0	2
Printing	0	1	0	0	1
T & I (Unspecified)	0	0	2	0	2
Special Needs (Unspecified)	0	0	2	0	2

	SE	NW	NE	SW	T
DE	0	0	0	1	1
Maintenance	0	0	0	1	1
Occupational Lab	0	0	0	1	1
Non-Response	21	28	15	19	83
3. Number Filling Roles Other Than Vocational Teacher	32	41	26	25	124
4. Role					
Supervisor (Voc. Ed.)	4	4	3	4	15
Counselor	2	2	3	2	9
Administrator	3	5	3	3	14
Special Education Teacher					
Coordinator Disadvantaged Special Programs	1	0	0	0	1
Work-Study Coordinator (Sp. Ed.)	7	1	2	5	15
Supervisor-Special Education	4	3	2	1	10
Coordinator-Vocational Special Needs	1	1	1	2	5
Adult-Voc. Ed.	1	0	0	1	2
Teacher-Coordinator	1	0	0	0	1
Softball Coach	1	0	0	0	1
Industrial Education	1	0	0	0	1
Guidance Supervisor/Director	2	4	0	0	6
Reading/Math Coordinator	1	1	0	0	2
EMR Consultant	0	1	0	0	1
Evaluator	0	3	3	0	6
EMR Coordinator	0	1	0	0	1
Psychologist	0	1	0	0	1

	SE	NW	NE	SW	T
AC Teacher	0	2	0	0	2
English Teacher	0	4	0	0	4
Job Preparation	0	1	0	0	1
IRC Coordinator	0	1	0	1	2
Low Incidence Sp. Ed. Coordinator	0	1	0	0	1
Hall Policeman	0	1	0	0	1
Postal Worker	0	1	0	0	1
Socially Handicapped	0	0	1	0	1
Physical Education Teacher	0	0	1	0	1
PACE	0	0	1	0	1
Project Coordinator-Special Education	0	0	1	0	1
Coordinator (Unspecified)	0	0	1	0	1
Major City Coordinator	0	0	1	1	2
Coordinator--Driver Ed.	0	0	1	0	1
Supervisor--Adult Ed.	0	0	0	1	1
Summer Earn/Learn Program	0	0	0	1	1
Secondary Sp. Ed. Coordinators	0	0	0	1	1
Consumer Education Coordinator	0	0	0	1	1
Non Response	17	15	10	17	59
5. Number of Years Vocational Teaching Experience					
0	0	10	3	0	13
1	8	6	4	3	21
2	4	5	3	3	15
3	2	2	2	3	9

	SE	NW	NE	SW	T
4	1	2	2	1	6
5	1	6	1	4	12
6	1	5	0	2	8
7	1	0	1	2	4
8	1	4	0	0	5
9	2	3	0	1	6
10	1	2	0	1	4
11	1	1	0	1	3
12	1	2	0	1	4
13	0	0	0	0	0
14	0	0	0	0	0
15	1	1	0	0	2
16	0	2	0	0	2
17	0	0	0	0	0
18	1	1	0	0	2
19	0	0	1	0	1
20	0	0	1	0	1
21	0	0	0	0	0
22	1	0	0	0	1
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	1	0	0	0	1
Non Response	14	12	11	15	52

Range 0 to 28 years vocational teaching experience
Mode 1 year vocational teaching experience (24 responses)

	SE	NW	NE	SW	T
6. Number of Years Teaching Handicapped Students					
0	0	22	9	0	31
1	1	0	0	0	1
2	3	6	4	0	13
3	0	2	1	2	5
4	1	2	0	4	7
5	2	2	2	3	9
6	2	5	1	3	11
7	3	2	4	2	11
8	3	1	4	1	9
9	0	1	0	0	1
10	0	1	1	0	2
11	0	0	0	0	0
12	3	5	0	0	8
13	1	2	0	0	3
14	1	2	0	0	3
15	0	0	0	0	0
16	0	2	3	1	6
17	0	0	0	0	0
18	2	0	0	1	3
19	0	0	0	0	0
20	1	0	0	0	1
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0

	SE	NW	NE	SW	T
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	1	0	0	1
Non Response	20	6	3	20	49

Range 0 to 34 years teaching handicapped students

Mode 0 years teaching handicapped students (31 responses)

APPENDIX

Description of Participants

(Evaluation)

VOCATIONAL TEACHERS	SE	NW	SW	NE	TOTAL
BOE - Clerical	1	3	0	0	4
BOE - Unspecified	0	1	2	3	6
OWE	2	4	1	6	13
T & I Unspecified	1	1	1	1	4
Cosmetology	1	0	0	0	1
Home Economics - Child Care	0	3	0	1	4
Home Economics - Food Service	0	1	2	2	5
Home Economics - Job Training Unspecified	0	1	2	3	6
Occupational Laboratory	1	0	1	0	2
Drafting	0	1	0	1	2
Machine Shop	0	1	0	1	2
T & I Carpentry	0	3	0	0	3
Automotive Mechanics	0	1	1	1	3
D.C.T.	0	1	1	0	2
D.H.O.	0	1	0	1	2
Printing	0	1	0	0	1
Work Evaluation	0	2	1	2	5
Special Needs - Unspecified	1	1	2	2	6
OWA	0	1	0	0	1
D.E.	0	0	1	1	2
Building Maintenance	0	0	1	1	2
Electronics	0	0	0	1	1
No Response	4	14	15	24	57

OTHER	SE	NW	SW	NE	TOTAL
VE Director	3	0	0	2	5
Vocational Counselor	2	4	1	9	16
Supervisor - Unspecified	0	1	1	2	4
Supervisor of Guidance	0	1	4	2	7
Special Ed. Supervisor	0	2	1	5	8
Supervisor of Handicapped	0	1	0	0	1
Ag. Supervisor	0	1	0	0	1
T & I Supervisor	0	0	2	0	2
Coordinator Federal & Special Programs	1	0	0	0	1
Administrator- Unspecified	0	1	1	0	2
Special Education Administrator	0	0	1	0	1
Assistant Vocational Director	0	0	0	1	1
Administrator - Vocational Ed.	0	0	0	1	1
Special Education (EMR) Teachers	0	4	2	6	12
Special Education (EMR) Work-Study Coordinators	1	1	8	5	15
Reading	2	1	0	0	3
English Teacher	1	4	0	0	5
Consumer Education	1	0	1	0	2
Placement Preparation	0	1	0	1	2
SERRC	0	1	1	1	3
Director, Adult Education	0	0	1	0	1
Major City Coordinators	0	0	1	0	1
Supervisor OWE-OWA	0	0	0	1	1
Adult Special Needs	0	0	0	1	1
Disadvantaged & Handicapped	0	0	0	4	4
No Response	4	33	21	0	58

NUMBER OF YEARS TEACHING EXPERIENCE

Years	SE T=18	NE T=76	SW T=31	NW T=45	T 170
NR*	1	14	5	12	32
1	1	5	2	2	10
2	0	5	1	4	10
3	2	1	2	4	9
4	0	2	1	3	6
5	1	5	2	2	10
6	1	5	3	6	15
7	1	3	3	1	8
8	1	5	1	4	11
9	1	1	1	1	4
10	1	9	3	0	13
11	1	1	1	2	5
12	1	3	0	2	6
13	0	1	0	1	2
14	3	1	1	2	7
15	1	7	1	3	12
16	1	2	2	2	7
17	0	3	0	0	3
18	1	1	2	1	5
19	0	1	3	1	5
20	0	2	1	1	4
21	0	0	0	1	1

Years	SE	NE	SW	NW	T
22	0	1	1	0	2
23	0	0	0	0	0
24	0	2	1	2	5
25	0	2	0	0	2
26	0	1	0	1	2
27	0	0	0	0	0
28	0	0	0	0	0
29	0	1	0	0	1
30	0	0	1	0	1
31	0	0	1	0	1
32	0	0	0	1	1
33	0	0	0	0	0
34	0	0	0	1	1
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	1	0	1

*Code

NR = No Response

APPENDIX--C

ANALYSIS OF ATTITUDE
ASSESSMENT

APPENDIX

ANALYSIS OF ATTITUDE ASSESSMENT FORM
(Frequency, Type and Percentage of Responses
To Statements Concerning Most Mentally Handicapped Persons
Presented on Attitude Assessment Form)

STATEMENT	NO. AND PERCENTAGE OF PARTICIPANTS RESPONSES								(TOTAL N=202
	SD** 0	MD 1	D 2	SA 3	A 4	MA 5	SSA 6	SA 7	Respon (N
1. (-)* Look different from other people.	63xx 33%	27 14%	41 21%	29 15%	14 7%	7 3%	3 1%	4 2%	188
2. (-) Have no feelings and do not realize their condition.	124 67%	17 99%	28 15%	4 2%	3 1%	2 1%	2 1%	5 2%	185
3. (-) Are physically handicapped.	82 42%	28 14%	38 19%	19 9%	9 4%	5 2%	6 3%	5 2%	192
4. (-) Have a far away look in their eye.	83 43%	32 16%	39 20%	20 10%	6 3%	5 2%	2 1%	3 1%	190
5. (-) Are retarded to about the same degree.	125 65%	14 7%	29 15%	8 4%	10 5%	1 1%	1 1%	4 2%	192
6. (+) Can be self-supporting.	0 0	1 1%	6 3%	13 6%	48 24%	32 16%	34 17%	66 33%	200
7. (+) Can drive a car.	3 1%	4 2%	8 4%	19 10%	57 30%	27 14%	23 12%	49 25%	190
8. (-) Have mentally handicapped parents.	90 47%	23 12%	50 26%	14 7%	4 2%	4 2%	3 1%	1 1%	189
9. (+) Have the same feelings, attitudes, and desires as other people of their chronological age.	6 3%	11 5%	19 9%	25 13%	37 19%	21 10%	33 17%	40 20%	192
10. (-) Are not particularly interested in school-related activities when they are students.	63 32%	22 11%	43 22%	20 10%	17 8%	10 5%	9 4%	7 3%	191

	SD	MD	D	SA	A	MA	SSA	SA	T
11. (-) Have specific learning and behavioral disorders directly resulting from the mental retardation condition.	8 4%	13 6%	16 8%	26 13%	44 22%	26 13%	30 15%	30 15%	193
12. (-) Are retarded in all aspects of development (physical,mental and emotional).	90 46%	27 14%	52 27%	8 4%	6 3%	5 2%	2 1%	2 1%	192
13. (-) Cannot become skilled craftspersons.	76 39%	35 18%	41 21%	13 6%	10 5%	7 3%	7 3%	2 1%	191
14. (+) Lose their jobs because of an inability to get along with others.	47 24%	27 14%	45 23%	15 7%	26 13%	11 5%	12 6%	8 4%	191
15. (+) Can achieve a high level of competency in their chosen area of work.	4 2%	3 1%	16 8%	14 7%	39 21%	36 19%	38 20%	32 17%	182
16. (-) Have no preference in the selection of areas for vocational training.	79 41%	31 16%	52 27%	10 5%	10 59%	4 27%	3 1%	3 1%	192
17. (+) Need "hands-on" instruction.	7 4%	2 1%	4 2%	10 5%	34 20%	17 10%	34 20%	60 35%	168
18. (-) Should be placed in separate special vocational classes.	33 17%	15 9%	31 16%	34 17%	25 13%	22 11%	11 5%	20 10%	191
19. (+) Need practice that is short, frequent and motivating.	4 1%	5 2%	9 4%	8 3%	39 19%	20 9%	44 21%	72 35%	201

	SD	MD	D	SA	A	MA	SSA	SA	T
20. (-) Should not be enrolled in regular vocational business education courses.	38 19%	21 10%	40 20%	28 14%	23 12%	20 10%	6 3%	15 7%	191
21. (+) Respond well to behavior modification techniques.	2 1%	5 2%	9 4%	26 13%	65 34%	36 19%	25 13%	21 11%	189
22. (-) Lose their jobs because of their low levels of vocational skills.	31 17%	28 15%	35 19%	17 9%	29 16%	21 11%	13 7%	7 3%	181
23. (+) When qualified, can excel non-retarded workers.	3 1%	11 5%	14 7%	25 13%	41 21%	25 13%	29 15%	41 21%	189
24. (+) Tend to excel in occupations in which there is ordinarily a high turn-over.	10 5%	5 2%	14 7%	32 16%	44 23%	25 3%	33 17%	27 14%	190
25. (-) Should attend separate schools.	100 53%	18 9%	41 21%	10 5%	7 3%	7 4%	2 1%	4 2%	189
26. (-) Should work in sheltered workshops.	67 35%	15 7%	47 24%	24 12%	21 11%	8 4%	5 2%	2 1%	189
27. (-) Should live in their parents' homes or in institutions as adults.	90 47%	23 12%	44 23%	12 6%	12 6%	3 1%	1 1%	5 2%	190
28. (-) Should not be enrolled in regular distributive education programs.	49 26%	26 14%	41 22%	29 15%	16 8%	11 6%	4 2%	6 3%	182
29. (-) Need individualized instruction in order to succeed in any vocational program.	9 4%	7 3%	16 8%	17 9%	45 24%	13 6%	35 18%	45 24%	187
30. (-) Have excessive sexual drives.	84 46%	17 9%	51 28%	13 7%	9 4%	3 1%	2 1%	2 1%	181

	SD	MD	D	SA	A	MA	SSA	SA	T
31. (+) Need remedial instruction to succeed in regular vocational programs.	4 2%	5 2%	13 6%	21 10%	59 30%	26 13%	29 15%	34 17%	191
32. (-) Should have individualized educational plans after enrolling in vocational programs.	4 2%	5 2%	10 5%	15 7%	48 24%	24 12%	32 16%	59 29%	197
33. (-) Are over age for their grade by at least two years.	16 8%	13 6%	55 28%	32 16%	33 17%	19 9%	16 8%	9 4%	193
34. (+) Have a reading level at least two years below grade placement.	7 3%	3 1%	13 6%	23 12%	49 26%	25 13%	35 18%	33 17%	188
35. (+) Should be in a vocational education program.	7 3%	5 2%	13 6%	22 11%	42 22%	22 11%	36 19%	41 21%	188
36. (-) Are not provided for under P.L. 94-142.	63 36%	8 4%	11 6%	20 11%	49 28%	2 1%	7 4%	14 8%	174
37. (+) Need an occupationally related education.	8 4%	2 1%	0 0	7 3%	40 22%	20 11%	39 22%	61 34%	177
38. (+) Should be enrolled in trades and industries program.	13 6%	5 2%	19 9%	31 16%	43 22%	27 14%	26 13%	27 14%	191
39. (-) Should only be taught by special educators.	49 25%	26 13%	53 27%	15 7%	20 10%	13 6%	6 3%	9 4%	191
40. (-) Can only be served in segregated vocational programs according to PL 94-482.	65 37%	17 9%	36 20%	12 6%	31 17%	5 2%	2 1%	5 2%	173
41. (-) Can benefit from the lecture method.	43 22%	27 13%	41 21%	22 11%	36 18%	13 6%	6 3%	5 2%	193
42. (-) Have good self-concepts.	32 15%	46 22%	45 22%	34 16%	26 12%	10 4%	5 2%	3 1%	201

	SD	MD	D	SA	A	MA	SSA	SA	T
43. (+) Need multifactored assessments.	1 1%	2 1%	9 4%	21 10%	28 14%	34 17%	29 15%	67 35%	191
44. (-) Are also from disadvantaged homes.	39 21%	19 10%	45 24%	26 14%	28 15%	12 6%	7 3%	9 4%	185
45. (-) Do not need career education because they cannot benefit from it.	128 68%	17 9%	31 16%	3 1%	1 1%	2 1%	2 1%	2 1%	188
46. (-) Are less well groomed than other students.	62 32%	16 8%	50 26%	34 17%	10 5%	8 4%	3 1%	6 3%	189
47. (-) Should be protected from failure.	42 21%	25 13%	52 27%	34 17%	10 5%	12 6%	6 3%	10 5%	191
48. (-) Have more behavior problems than other students.	45 22%	10 4%	36 17%	55 27%	24 11%	15 7%	10 4%	7 3%	202
49. (0) Make me uncomfortable.	89 50%	15 7%	32 17%	21 11%	10 5%	5 2%	2 1%	4 2%	178
50. (+) Should be enrolled in union apprenticeship programs.	17 9%	9 5%	27 15%	48 27%	42 23%	15 8%	7 3%	12 6%	177
51. (-) Have poor socialization skills.	18 9%	10 5%	36 19%	50 26%	36 19%	16 8%	12 6%	8 4%	186
52. (-) Are the schools greatest source of discipline problems.	81 42%	30 15%	46 24%	12 6%	10 5%	6 3%	0 0	6 3%	191
53. (-) Cannot successfully utilize public transportation.	99 51%	30 15%	42 21%	4 2%	6 3%	2 1%	2 1%	9 4%	194
54. (+) Can learn to budget their money.	4 2%	3 1%	5 2%	14 7%	32 17%	24 12%	42 22%	63 33%	187

		SD	MD	D	SA	A	MA	SSA	SA	T
55.	(+) Should be allowed to vote.	2 1%	1 1%	11 5%	10 5%	43 22%	8 4%	18 11%	98 51%	191
56.	(-) Should not work with small children.	79 41%	31 16%	51 26%	11 5%	9 4%	5 2%	0 0	5 2%	191
57.	(-) Cannot work without direct supervision.	47 25%	26 14%	51 27%	23 12%	15 8%	12 6%	3 1%	6 3%	183
58.	(-) Are not bored by monotonous, repetitive job functions.	25 12%	15 7%	40 20%	30 15%	28 14%	24 12%	19 9%	14 7%	195
59.	(-) Cannot cope with stressful job situations.	24 12%	21 10%	49 25%	49 25%	22 11%	12 6%	9 4%	5 2%	191

**Code

SD - 0 strongly disagree
MD - 1 mildly disagree
D - 2 disagree
SA - 3 slightly agree
A - 4 agree
MA- 5 mildly agree
SSA- 6 somewhat strongly agree
SA - 7 strongly agree
(XX) Percentages may not equal 100% due to rounding

*Code

+ Positive statement
- Negative statement
o Personal opinion

APPENDIX--D

SMALL GROUP RESPONSES

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APPENDIX

SMALL GROUP QUESTIONS AND RECOMMENDATIONS

1. Identify and describe what types of curriculum modifications can or should be made to effectively deal with handicapped and/or disadvantaged populations.

RECOMMENDATION	FREQUENCY OF RESPONSE
Use appropriate assessment and evaluation procedure/materials	5
Use support resource services, e.g.: reading specialists, resource centers, community resources, special education personnel	4
Do not modify the curriculum beyond the point where there is no cluster of skills	4
Do a task analysis of competencies necessary for entry-level employment	4
Develop a sequenced individualized educational plan	4

2. Identify and describe techniques which could be employed to maximize facility-wide awareness, involvement and utilization of viable teaching strategies with handicapped and disadvantaged students.

RECOMMENDATION	FREQUENCY OF RESPONSE
Provide in-service for teachers	9
Allow teachers to get together to share their knowledge and expertise	4
Utilize people who have worked successfully with disadvantaged and handicapped students as speakers for staff meetings	4

3. Identify and describe techniques for modifying teaching strategies for instructing handicapped and disadvantaged persons (What different methods can be viably employed?)

RECOMMENDATION	FREQUENCY OF RESPONSE
Develop AV and multi-media materials (tapes, video, etc.)	9
Use peer instruction/buddy system	5

3. Cont'd

Use team teaching (cooperation)	5
Evaluate competencies of all students and find skill where they can have immediate success	5

4. Identify and describe concepts an instructor could use to promote individualization and/or individualized instruction.

RECOMMENDATION	FREQUENCY OF RESPONSE
Identify objectives for entry level skills--then sequency steps, adapting objectives and skills to the individual's ability	8
Use peer tutoring	4
Emphasize the student's positive behavioral skills	4
Use resource people--advisory committees, retired people, community organizations, university students, etc.	4
Use small group sessions with students as leaders	4

APPENDIX E

WORKSHOP EVALUATION FORM

WORKSHOP EVALUATION

Sex: M_____ F_____

Vocational teaching and area ____________________________________

other specify ____________________(Please specify)

Number of years teaching experience ______________________

Number of years teaching handicapped students ___________________

Directions

Read each statement and decide how you feel about it. You will agree with some statements and disagree with others. You will have no opinion about other statements. When you have no opinion circle the number in the undecided column. Circle one number following each statement.

Please respond to all statements.

	Strongly Agree	Agree	Undecided	Disagree	Strongl Disagre
(1) The purposes of this workshop were clear to me	5	4	3	2	1
(2) The objectives of this workshop were realistic.	5	4	3	2	1
(3) I didn't learn anything.	5	4	3	2	1
(4) The material presented was valuable to me.	5	4	3	2	1
(5) I could have learned as much by reading a book.	5	4	3	2	1
(6) We related theory to practice.	5	4	3	2	1
(7) The group discussions were excellent.	5	4	3	2	1
(8) The speakers were excellent.	5	4	3	2	1
(9) We worked together as a group.	5	4	3	2	1
(10) The schedule was too fixed.	5	4	3	2	1
(11) The program met my expectations	5	4	3	2	1
(12) My time was well spent.	5	4	3	2	1
(13) The information presented was too advanced.	5	4	3	2	1

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(14)	I did not have an opportunity to express my ideas.	5	4	3	2	1
(15)	I really felt I was part of the group.	5	4	3	2	1
(16)	I have no guide for for future action.	5	4	3	2	1
(17)	There was very little time for informal conversation.	5	4	3	2	1
(18)	I was stimulated to think objectively about the topics presented.	5	4	3	2	1

APPENDIX--F

ANALYSIS OF EVALUATION RESPONSES

APPENDIX

TABLE 2

EPDA Regional Workshops
Analysis of Workshop Evaluation Form
(Frequency, Percentage, and Type of Response
To Statements Presented on Evaluation Form)

No. and % of Responses Received by each answer category

	5 SA xx	4 A	3 U	2 D	1 SD	TOTAL NO.
1. (+*) The purposes of this workshop were clear to me.	69(38%)	91(50%)	13(7%)	4(2%)	2(1%)	179
2. (+) The objectives of this workshop were relaistic.	61(34%)	86(48%)	24(13%)	7(3%)	0	178
3. (-) I didn't learn anything new.	6(3%)	8(4%)	4(2%)	73(41%)	85(48%)	176
4. (+) The material presented was valuable to me.	59(32%)	98(54%)	16(8%)	4(2%)	2(1%)	179
5. (-) I could have learned as much by reading a book.	2(1%)	9(5%)	12(6%)	74(41%)	83(46%)	180
6. (+) We related theory to practice.	33(18%)	94(53%)	34(19%)	16(9%)	0	177
7. (+) The group discussions were excellent.	67(38%)	77(44%)	19(10%)	9(5%)	3(1%)	175
8. (+) The speakers were excellent.	52(25%)	105(50%)	15(7%)	35(16%)	0	207
9. (+) We worked together as a group.	54(30%)	85(48%)	22(12%)	13(7%)	2(1%)	176
10. (-) The schedule was too fixed.	11(6%)	23(12%)	28(15%)	90(49%)	29(16%)	181
11. (+) The program met my expectations.	22(13%)	96(59%)	30(18%)	13(8%)	1(1%)	162
12. (+) My time was well spent.	62(33%)	85(46%)	25(13%)	11(5%)	1(1%)	184
13. (-) The information presented was too advanced.	0	4(2%)	10(5%)	102(57%)	62(34%)	178

	5 SA	4 A	3 U	2 D	1 SD	TOTAL NO.
14. (-) I did not have an opportunity to express my ideas.	2(1%)	8(4%)	4(2%)	90(50%)	74(41%)	178
15. (+) I really felt I was part of the group.	54(30%)	94(52%)	19(10%)	10(5%)	3(1%)	180
16. (-) I have no guide for future action.	0	8(4%)	14(7%)	99(55%)	57(32%)	178
17. (-) There was very little time for informal conversation.	13(7%)	43(24%)	11(6%)	88(49%)	23(12%)	178
18. (+) I was stimulated to think objectively about the topics presented.	62(34%)	104(58%)	10(5%)	1(1%)	1(1%)	178

CODE*

+ positive statement
- negative statement
** 5-SA--strongly agree
4-A--agree
3-U--undecided
2-D--disagree
1-SD--strongly disagree
xx due to rounding percentages may not total 100%

APPENDIX G

CONCLUSIONS

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EPDA PROJECT'S EVALUATION

Three types of evaluation data were collected during the four state EPDA regional workshops entitled, "Sensitizing Vocational Education Teachers To Effective Instructional Strategies". This data was collected via (1) an attitude assessment instrument, (2) small group responses to open-ended activity questions and (3) a workshop evaluation form.

The attitude assessment instrument was administered during the initial workshop session at each site. (See appendices, pg. 66 for a copy of the instrument).

The administration of this instrument served three purposes. First, the content of the attitude assessment served as a focus for the succeeding workshop sessions, second, it served as a means for determining participant attitudes towards mentally and/or physically handicapped. Thirdly, and perhaps most importantly, the assessment instrument served as a vehicle for helping participants identify or assess their own pre-workshop attitudes and knowledge of this population. The complete analysis of the responses to the attitude assessment is located in the appendices, pages 71 and 83.

A review of the attitudes assessment responses indicates that the participants generally have positive attitudes towards most mentally and/or physically handicapped persons. For example, the chart below depicts those negative attitude statements which were most frequently rejected by the participants:

Statement No.	Statement; Most Mentally Handicapped Persons:	Majority Response	Percentage
2.	Have no feelings and do not realize their condition	Strongly disagree	67%
5.	Are retarded to about the same degree	Strongly disagree	65%
25.	Should attend separate schools	Strongly disagree	53%
45.	Do not need Career Education because they cannot benefit from it	Strongly disagree	68%
49.	Make me uncomfortable	Strongly disagree	68%
53.	Cannot successfully utilize transportation	Strongly disagree	51%

The positive attitude statements which elicited the strongest affirmative responses are delineated below:

Statement No.	Statement; Most Mentally Handicapped Persons:	Majority Response	Percentage
6.	Can be self-supporting	Strongly agree	33%
17.	Need "hands-on" instruction	Strongly agree	35%
19.	Need practice that is short, frequent and motivating	Strongly agree	35%
37.	Need occupationally related education	Strongly agree	34%
43.	Need multi-factored assessment	Strongly agree	35%
54.	Can learn to budget their money	Strongly agree	33%
55.	Should be allowed to vote	Strongly agree	51%

As one of the culminating activities in each of the four regional workshops, participants were divided into small groups. These small groups responded to a series of four questions concerning provisions of vocational education for the handicapped. The most frequently given recommendations centered about the need for cooperative planning and utilization of "person" resources in meeting the educational needs of the handicapped. The statements were as follows:

A. Identify and describe what types of curriculum modifications can or should be made to effectively deal with handicapped and/or disadvantaged populations.

B. Identify and describe techniques of modifying teaching strategies for instructing disadvantaged and handicapped persons. (What different methods can be viably employed).

C. Identify and describe concepts an instructor could use to promote individualization and/or individualized instruction.

D. Identify and describe concepts which could be employed to maximize facility-wide awareness, involvement and utilization of viable teaching strategies with handicapped and disadvantaged students.

The most frequently identified recommendations given by workshop participants are provided in appendices, page 90.

The final activity during each of the four workshops involved the completion of a workshop evaluation form (see appendices page 93 for a copy of the instrument). This evaluation form was designed to assess the effectiveness of the sessions. The responses were extremely positive indicating that the majority of the participants felt the workshops were highly effective and informative. Those positive and negative statements to which 50% or more of the participants were in agreement are given below. An analysis of the total participant responses to the workshop evaluation form statements is given in Appendices, page 96.

Statement No.	Positive or Negative	Statement	Response	Percentage
1	+	The purpose of this workshop were clear to me.	Agree	50%
4	+	The material presented was valuable to me.	Agree	54%
6	+	We related theory to practice.	Agree	53%
8	+	The speakers were excellent.	Agree	50%
11	+	The program met my expectations.	Agree	59%
13	—	The information presented was too advanced.	Disagree	57%
14	—	I did not have an opportunity to express my ideas.	Disagree	50%
15	+	I really felt I was part of the group.	Agree	52%
16	—	I have no guide for future action.	Disagree	55%
18	+	I was stimulated to think objectively about the topics presented.	Agree	58%

CONCLUSIONS

1. Workshop participants represented a wide range of professional backgrounds. Persons from the fields of vocational education, special education, general education, and counseling were well represented in each of the workshops. In addition, within each of these fields teachers, supervisors, and administrators were among those who participated. This diversity would tend to indicate that persons within each area of education are interested in facilitating the growth of persons who are handicapped.

2. In general, and prior to the workshop, the participants expressed positive attitudes towards persons who are mentally handicapped.

3. Workshop participants were able to determine positive steps which need to be taken to facilitate the development of persons who are handicapped. The variety of responses made during the small group sessions tend to indicate that participants were able to utilize information provided during the workshop. In addition, participants were able to formulate future plans they could implement in their own school settings.

4. The most frequently expressed strategies for assisting persons who are handicapped were cooperative planning among professionals and utilization of resource persons. It is interesting that both responses are "person" oriented rather than materials oriented.

5. The vast majority of participants felt the workshop was beneficial to them. Responses were extremely positive. This indicates participants felt the workshops were effective, informative and met their expectations. In addition, the majority of respondants felt they had a guide for future action.

6. The objectives of these workshops were successfully achieved.

APPENDIX H

CONFERENCE AGENDA AND
LISTING OF AREA PARTICIPANTS

AGENDA

A CONFERENCE TO INTRODUCE VOCATIONAL EDUCATION TEACHERS TO EFFECTIVE INSTRUCTIONAL STRATEGIES TO SERVE HANDICAPPED AND DISADVANTAGED PERSONS

Feb. 28-March 1--Northeast
March 17-18--Northwest

April 4-5--Southwest
April 11-12--Southeast

First Day

8:30-9:00 a.m

Introductions . . . . Project Director

Overview and Orientation . . Richard A. Macer, Assistant Director
Vocational Education
Special Needs Service

Attitude Assessment

9:00-9:30 a.m.

A Parents' Perspective of an Education for the Handicapped Child . . . . . . NW--Mrs. Allen Ballard--Luckey, Ohio
SW--Mrs. Florence Tait--Cincinnati, Ohio
NE--Mrs. Joanne Steffen--Cleveland, Ohio
SE--Mrs. Jewel Sites--Ironton, Ohio

9:30-10:30 a.m.

An Overview of the Implications for Special Education and PL 94-142 . . . . Mr. Jack Stowers, Consultant
Division of Special Education

10:30-10:45 a.m.

Coffee Break

10:45-11:45 a.m.

An Overview and the Implications for Vocational Educators Through PL 94-482 . . . . . . Mr. D. James Gifreda, Supervisor
Division of Vocational Education
Special Needs Service

11:45 a.m.-1:15 p.m.

Lunch

Speaker . . . . Dr. Byrl R. Shoemaker, Director
Division of Vocational Education
State of Ohio

1:15-2:00 p.m.

Profile of the Handicapped
and Disadvantaged Student . NE--Dr. Elizabeth Fesler--Akron
SE--Dr. Elizabeth Fesler--Akron
NW--Mr. John Gindlesberger, Penta Co. JVS
SW--Mrs. Jean Baker--Clinton Co.
Bd. of Education

2:00-2:45 p.m.

Task (Work) Related
Competencies . . . . SE--Ms. Sara Swingle--Muskingum Area JVS
NE--Mr. Robert Keim--Cleveland
NW--Mrs. Doris Stone--Findlay
SW--Mr. Larry Stone--Cincinnati

2:45-3:00 p.m.

Coffee Break

3:00-4:00 p.m.

Work Adjustment
Work Assessment/
Work Evaluation . . . . . . NE--Mr. William Oliverio--Cleveland
SE--Mr. William Oliverio--Cleveland
SW--Mr. Layton Brinkmeier--Dayton
NW--Mr. James Hardway--Penta Co. JVS
NW--Mr. Monty Mees--Penta Co. JVS

4:00-4:30 p.m.

Film Festival

"Cipher in the Snow"

Second Day

8:30-9:30 a.m.

Individualized Instruction
(Instructional Strategies) . . . NE--John Opperman--Cleveland
NW--Mr. Mike Westby--Northwest SERRC
SW--Jean Britt--Cincinnati
SE--Mrs. Sally Schaaf, Athens, Ohio

9:30-10:30 a.m.

Instructional Materials . . . . SW--Mr. Reginald Broadnax
SE--Mr. Reginald Broadnax
Research Assistant
Ohio State University
NE--Mr. James Pinchak
NW--Mr. James Pinchak
OWA Teacher Educator
Bowling Green State University

10:30-10:45 a.m.

Coffee Break

10:45-12:00 Noon

Lead Teachers' Planning Sessions
Discussion and Development of Plans and Processes for:

- --Adaption of curriculum,
- --Modification of teaching strategies,
- --Identification of implementation needs.

1:00-2:45 p.m.

Continuation of Lead Teachers' Planning Sessions

2:45-3:30 p.m.

Evaluation and Recommendations . . Project Director

3:30 p.m. . . . . Adjournment

APPENDIX I

REFERENCE AND SELECTED READING LIST

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